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NOMINATION

HEARING

BEFORE THE

COMMITTEE ON LABOR AND HUMAN RESOURCES UNITED STATES SENATE

ONE HUNDREDTH CONGRESS

SECOND SESSION

ON

LAURO CAVAZOS, OF TEXAS, TO BE SECRETARY, DEPARTMENT OF EDUCATION

SEPTEMBER 9, 1988

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FRIDAY, SEPTEMBER 9, 1988

U.S. SENATE,
COMMITTEE ON LABOR AND HUMAN RESOURCES,
Washington, DC.

The Committee met, pursuant to notice, at 10:06 a.m., in room SD-430, Dirksen Senate Office Building, Senator Edward M. Kennedy, (chairman of the committee) presiding.

Present: Senators Kennedy, Pell, Simon, Mikulski, Hatch, Stafford, and Cochran.

Also present: Senator Gramm and Representatives Stenholm and Combest.

OPENING STATEMENT OF SENATOR KENNEDY

The CHAIRMAN. We will come to order. We meet this morning to consider President Reagan's nomination of Lauro Cavazos to be Secretary of Education.

First of all, I want to congratulate Dr. Cavazos on his nomination and his distinguished academic record. Before becoming president of Texas Tech University, he was professor and dean of Tufts Medical School in Massachusetts, where he had an equally distinguished record. I have worked with him before and I look forward to working with him again.

Confirmation hearings are an essential part of this Committee's work because they give us the chance to review the policies of the administration and test the qualifications and commitment of the individuals who will administer the wide range of programs that we have created.

Let there be no doubt about my position. I believe this administration has been profoundly hostile to the federal government's role in education. They have relentlessly sought to slash education spending and weaken the programs designed to help the most vulnerable members of our society.

Federal education spending is up, but only because of bipartisan Congressional support and commitment. Even after "A Nation At Risk" focused attention on the problems of the public schools, the administration continued to press for tuition tax credits, vouchers, and the elimination of the Department of Education. If the Reagan administration's priorities had been enacted, we would not be here today for this hearing.

Vice President Bush is now seeking to shed all of that anti-education baggage by promising to be the "Education President." I wish that he had shown some faint sign of this election year conversion in the past eight years.

The country deserves an administration and a Secretary of Education with a full-time commitment to education. The last thing America needs is an administration whose commitment to education pops up only in years divisible by four.

Dr. Cavazos has a long and distinguished record in education and is well qualified to become the Secretary of Education. My advice to him is this: As they say in the circus, it is a big job cleaning up after a big elephant, but Dr. Cavazos will have the full support of this Committee and Congress in the clean-up which he is about to undertake.

My good friend and colleague from Vermont, Senator Stafford.

OPENING STATEMENT OF SENATOR STAFFORD

Senator STAFFORD. Thank you very much, Mr. Chairman. I noted your statement that this administration had been profoundly hostile to education. My experience over the six years I was Chairman of the Education Subcommittee is that they were hostile, but not very profound. [Laughter.]

I am pleased to join you today at the confirmation hearing for Dr. Lauro Cavazos to become the new Secretary of Education. Dr. Cavazos brings to this position a wealth of experience in the field of higher education and a life-long commitment to educational excellence.

His list of credentials and accomplishments as an educator is vast and quite impressive. The response to Dr. Cavazos' nomination has been singularly congratulatory as well. The Hispanic community, in particular, has taken great pride in his achievements and in the recognition he has received, as well they should.

The final months of any administration is a time of transition where effective leadership is the key. Dr. Cavazos was first considered for this position by the President in 1981. Dr. Cavazos' experience at Tufts University and, more recently, at Texas Tech will be of the utmost importance to the Department between now and January.

I look forward to having the opportunity today to discuss with Dr. Cavazos his views on federal educational policy and his plans for the Department during these final four months when, Doctor, you and I will both be leaving this city, apparently, at the same time.

Thank you, Mr. Chairman.

The CHAIRMAN. The Senator from Illinois, Senator Simon.

OPENING STATEMENT OF SENATOR SIMON

Senator SIMON. Yes, thank you, Mr. Chairman, and let me apologize in advance for Senator Pell and myself. We have South African being marked-up today in the Foreign Relations Committee, and so we are going to be in and out.

I am very pleased to welcome the new designee. He was a witness when I chaired the Higher Education Subcommittee over in the House, and a distinguished witness. I know you are going to provide good leadership at the Department.

The present leadership, if I may be candid—I would give Bill Bennett an A for calling attention to the whole field of education. I

would have to give him an F in terms of what has been accomplished concretely in terms of any kind of legislative endeavor. My hope is that you can get an A in both fields, Mr. Secretary.

Let me add just one other thing that I hope you will take a look at. The law that we passed mandates that the Department study whether we should create a national endowment for international studies. That has not been done, and I would hope that you could move on that fairly rapidly.

I have some questions for record that I will submit. We are very pleased to have you here and I am pleased with the quality of the appointment made by the President.

Mr. Chairman, I ask that my statement and a copy of Dr. Cavazos' testimony over in the House be included in the record.

The CHAIRMAN. They will be so included.

Senator SIMON. Thank you, Mr. Chairman.

[The prepared statement of Senator Simon and the testimony of Dr. Cavazos referred to, follow:]

OPENING STATEMENT OF SENATOR PAUL SIMON (D. ILL)

CONFIRMATION HEARING OF DR. LAURO F. CAVAZOS OF TEXAS TO BE

SECRETARY OF EDUCATION

September 9, 1988

MR. CHAIRMAN, I AM PLEASED TO JOIN YOU AND MY COLLEAGUES ON THE COMMITTEE IN WELCOMING DR. CAVAZOS TO THE COMMITTEE AND COMMENDING HIM FOR HIS ACADEMIC AND CUMMUNITY LEADERSHIP AS PRESIDENT OF TEXAS TECH UNIVERSITY IN LUBBOCK, TEXAS. I AM MORE FAMILIAR THAN SOME OF MY COLLEAGUES ON THE COMMITTEE WITH DR. CAVAZOS' INTEREST AND INVOLVMENT IN SEVERAL KEY ISSUES IN HIGHER EDUCATION. HE BRINGS TO US AN OUTSTANDING ACADEMIC RECORD AS A TEACHER AND ADMINSITRATOR, DEMONSTRATED COMMITMENT TO EXPANDING "ACCESS" AND SOME MEASURE OF "CHOICE" IN HIGHER EDUCATION FOR MINORITIES, AND A RECORD OF ACHIEVEMENT IN IMPROVING THE ACADEMIC PREPARATION OF MEXICAN AMERICAN STUDENTS FOR COLLEGE-LEVEL WORK.

IN 1983, WHILE I SERVED AS CHAIRMAN OF THE HOUSE SUBCOMMITTEE ON POSTSECODNARY EDUCATION, WE HELD SEVERAL HEARINGS ON THE WHOLE QUESTION OF THE ACCESS OF HISPANICS TO HIGHER EDUCATION. DURING ONE OF OUR HEARINGS IN HOUSTON, TEXAS -- AT WHICH DR. CAVAZOS APPEARED AS A WITNESS -- HE SPOKE ELOQUENTLY OF THE NEED TO EXPAND HIGHER EDUCAITON OPPORTUNITIES FOR MEXICAN AMERICANS, PUERTO RICANS AND OTHER HISPANIC AMERICANS. EQUALLY CRITICAL, WERE HIS CLEARLY ARTICULATED BELIEFS IN USING FEDERAL GRANT, LOAN AND WORK PROGRAMS AND THE TRIO PROGRAMS AS TOOLS IN PROVIDING MINORITIES AND OTHER LOW INCOME STUDENTS WITH THE CHANCE TO GO TO COLLEGE. HE IS ALSO A STRONG SUPPORTER OF EARLY CHILDHOOD EDUCATION AND ELEMENTARY/SECONDARY SCHOOL PROGRAMS WHICH PREPARE STUDENTS FOR COLLEGE LEVEL WORK AND PREVENT THEM FROM BECOMING DROP OUT STATISTICS. I SHARE HIS VIEWS AS DO MOST AMERICANS AND THE MAJORITY OF THE MEMBERS OF THIS COMMITTEE.

MR. CHAIRMAN, I ASK UNANIMOUS CONSENT THAT DR. CAVAZOS' TESTIMONY AND OUR COLLOQUY FROM THE DECEMBER 2, 1983 HEARING OF THE HOUSE EDUCATION AND LABOR SUBCOMMITTEE ON POSTSECONDARY EDUCATION BE INCLUDED IN THE RECORD AT THIS TIME.

DR. CAVAZOS' VIEWS ARE A WELCOME BREATH OF FRESH AIR IN THE WAKE OF THE OFTEN STRIDENT VOICES HEARD FROM THE DEPARTMENT SINCE 1984. THIS HAS BEEN UNFORTUNATE FROM THE POINT OF VIEW OF ADVANCING QUALITY AND EQUALITY OF EDUCATIONAL OPPORTUNITY IN

THIS GREAT NATION FOR THE NEXT GENERATION OF AMERICANS. THE PAST FOUR YEARS HAVE BEEN UNPRECEDENTED IN TERMS OF OPPORTUNITY FOR CHANGE AND IMPROVMENT -- BUT DISTINGUISHABLE BECAUSE THE CURRENT SECRETARY SEEMED TO CARE MORE ABOUT BLUSTER AND AND BUDGETS, THAN ABOUT STRENGTHENING THE QUALITY OF EDUCATION AND ENSURING EQUALITY OF EDUCATIONAL OPPORTUNITY FOR ALL OF OUR CHILDREN.

FOR ALL OF THE ATTENTION THAT SECRETARY BENNETT ATTRACTED TO EDUCATION, HE DESERVES AN A. BUT HE FAILED IN FOUR YEARS TO ACHIEVE ONE SINGLE, SIGNIFICANT LEGISLATIVE ACCOMPLISHMENT. FOR THAT BILL BENNETT DESERVES AN F!

I HAVE THE REAL FEELING THAT LAURO CAVAZOS CARES ABOUT WHETHER OR NOT CHILDREN LEARN, HAVE THE OPPORTUNITY TO REALIZE THEIR DREAMS OF ATTENDING COLLEGE, AND IS WILLING TO WORK WITH OTHERS TO MAKE OUR NATION'S GOALS IN THE EDUCATION ARENA A REALITY. THE NATION NEEDED THIS KIND OF SECRETARY FOUR YEARS AGO. WE WOULD HAVE ACHIEVED REAL CHANGE, RATHER THAN SIMPLY FOUGHT FOR THE STATUS QUO.

DR. CAVAZOS HAS HIS CRITICS. SOME SAY HE IS NOT UNIVERSALLY LOVED BY HIS FACULTY OR IN THE HISPANIC COMMUNITY IN TEXAS, BUT ANYONE WHO MAKES WAVES ALSO MAKES A FEW ENEMIES. OTHERS SAY HE WAS PICKED BECAUSE HE IS MEXICAN AMERICAN. THAT MAY BE TRUE, BUT HE IS ALSO WELL-QUALIFIED FOR THIS DIFFICULT AND CHALLENGING JOB! I KNOW HE WILL GIVE US HIS BEST AND THAT IS ALL WE, AS A NATION, CAN ASK.

STATEMENT OF DR. LAURO CAVAZOS, PRESIDENT, TEXAS TECH UNIVERSITY AT LUBBOCK

Mr. SIMON. Dr. Cavazos, we are very pleased to have you here. And if I can add a personal note about Texas Tech, the first book I wrote was a biography of an abolitionist editor who became the first martyr of freedom of the press in the United States by the name of Elijah Lovejoy. And for reasons I do not understand, his papers are at your library.

Dr. CAVAZOS. The Southwest collection.

Mr. SIMON. That is right. And I have taken advantage of your library, at least of the microfilm from your library, in doing research for that book. So I thank whoever is responsible and I am sure it must have been many years before you were president, even though I would like to give you credit for that.

Dr. CAVAZOS. I would like to take credit for that, but we have a marvelous archive system there and we have all the papers of the great ranches of the Southwest and many of these others. We are delighted to be here. If you wanted sunshine, sir, we could have met in Lubbock.

Mr. Chairman, members of the panel, I certainly am privileged to be here today with you and to express, certainly, our great concern at Texas Tech University and the health science center with the problem of minority access to higher education.

I myself, as a Hispanic, certainly have a tremendous personal interest in this issue. Now, the key question you asked today relates to major disincentives of Hispanic students to enter and complete postsecondary education.

Mr. SIMON. Incidentally, let me just add for you and for the other witnesses: We will enter your complete statements in the record so as you go through, if you want to wander afield, feel free. The full statement will be in the record.

Dr. CAVAZOS. Yes, sir. I have submitted a full statement relative to all of this. I will present about a 5-minute abbreviation of that and will be glad to answer any questions you might ask.

Mr. SIMON. Thank you.

Dr. CAVAZOS. Now, the key, I think, frankly, to part of this is trying to tap the Hispanic leadership. The leadership is available, although few in numbers. Role models are increasing today. Hispanics listen to Hispanics. Yet our Government leaders somehow sometimes appear a bit reluctant in almost every field—and I am just picking on education—to call upon strong core leadership that is available.

Certainly bilingual education programs are critical to education There must also, of course, be economic encouragement to students who seek higher education. There is a great need for academic assistance.

But the key to providing more and better education for millions of Hispanics is a public education program to persuade Hispanic adults, parents, all adults, of the value of education; and it is to this Nation's advantage to understand such a program.

Our first, second, third, fifth—I am a sixth generation Texan—citizens of Hispanic origin, must understand the American ethic, that the citizens contribute to and partake of the wealth of this country and that education allows them to contribute more and to partake more fully.

With fewer than half of our Hispanics holding a high school diploma—that is a national figure and I think it is a national shame—the pool from which college and university students can come is greatly reduced. When fewer than 8 percent of our current Hispanic high school students show any interest at all in further education, that pool is shrinking.

Our Texas Tech counselors find that minority disincentives for Hispanic students to complete their education includes financial, personal, and academic obstacles. Congress and others have addressed financial and academic obstacles, and I really believe with some success, sir. But the personal problems for the most part are left untouched.

Among those are a lack of motivation, or a lack of understanding of the personal commitment required to achieve academic success. Some of this lack may stem from family disinterest in or unfamiliarity with education. Counselors often see students who have low self-esteem, which may interfere with motivation. That is the key problem that we see among students.

It is here, addressing these personal problems, that I really believe Hispanic leaders across the Nation—and there are many who are well qualified, although a handful—they can turn and try to help rearrange this problem; it is they who understand the people you are trying to reach, and who are understood by those people, sir.

I bring this up because I have been associated with these Hispanic leaders and I keep hearing the question: Why aren't we involved? Why doesn't someone ask us? And among this core of leaders, I also speak and speak out at every opportunity we have regarding the problem of higher education; I have probably made 30 speeches in this State in the last 4 years, relative to this problem itself.

But these opportunities can be increased by you who are trying to solve—and we deeply appreciate your efforts—the massive educational problems presented to us. And certainly we are going now through the greatest immigration that this country has seen since the European influx of the 19th century.

I urge you to consider, therefore, this resource of people, these Hispanic leaders, few in number though, who can study the problem.

I would further summarize that any reduction in financial aid programs would severely reduce the number of minority students who could avail themselves of postsecondary educational opportunity. At the undergraduate level, particularly at the entry level, the financial aid for minority students should come primarily from scholarships and grants. At the graduate level, grants and student loan programs greatly encourage minority students. Financial emphasis of special programs for minority students should go to those programs which help students overcome second language difficulties, which contribute to bicultural understanding, which provide special help needed in study and test-taking skills, and which contribute to greater Hispanic understanding of the value in setting long-range educational goals.

Within higher education institutions it is evident that more Hispanics have an interest in vocational programs of 2-year colleges than they do in the academically oriented 4-year institutions. Our figures indicate that at Texas Tech we graduate about half as many Hispanics as come to us as freshmen; yet these are not necessarily the same students.

Texas Tech has strived to be a school easy to enter, yet academically difficult to leave. Academic standards then are a factor in at-

trition. From the freshman to sophomore year, we lose about two-thirds of our Hispanics. We then gain through transfer students at the junior level. Still there is an overall loss of about half the Hispanics.

Texas Tech University has an enrollment of 23,700. Of that number, 4.8 percent are Hispanic; some improvement over the 2.75 percent that we had 5 years ago in our Hispanic enrollment.

We have worked hard to attract students into our area. We have worked very diligently to provide—to persuade banks locally to participate in student-guaranteed loans, and we have had some success.

Hispanic students, however, often come from families with no credit history, and with some bias against long-term commitment; therefore, financial grants and scholarships are especially helpful.

While work-study programs are valuable for a great number of students, many minority students need to spend most hours in academic pursuit, and should not be encouraged to be out looking for jobs, trying to make ends meet.

The major disincentives for Hispanic students include financial, personal, and academic obstacles, and sometimes a combination of these. Among the personal obstacles is a lack of motivation, or a lack of understanding of the personal commitment required for academic success.

Some of this lack may stem from family disinterest or they are unfamiliar with education. Counselors often see students who have low self-esteem, which may interfere with motivation. Only 12 percent of Texas Hispanic high school juniors took the SAT in 1980, and only 8 percent showed any interest at all in going on to higher education.

Within the Texas Tech college of education, there are about 1,400 undergraduates; but only 6 percent of these within our college of education are Hispanic. Teaching appears not to be a career popular among Hispanics. This might be due in part to a lack of role models in the public schools, or a lack of inspiration from families.

Because of Federal funds, our college of education can provide a special tutoring and assistance for Hispanics in freshman and sophomore English, and help with test-taking skills as well.

The most difficult test for those students to pass in the future might well be the entry-to-teaching test required at the end of the sophomore year. This anticipated difficulty likely relates, not to incompetence, but more to a bias within the test, which many educators see as favoring students from an Anglo rather than a Hispanic culture.

Each of the questions addressed today are of great consequence to the education of minorities in this land. In regard to financial aid programs, I come with no major recommendations for revision. I think you are doing a grand job.

I do recommend again, however, that this committee look seriously at the omission of Hispanic leadership in the search for educational solutions for 14½ million Americans. To ignore this highly qualified leadership pool is to ignore the key, I believe, to part of our solution.

Thank you very much, sir. I will be pleased to answer whatever questions you might have.

Mr. SIMON. If I may specifically ask about your final sentence there: This committee should look seriously at the omission of Hispanic leadership in the search for educational solutions for 14½ million Americans. How do we pull in that Hispanic leadership?

Dr. CAVAZOS. Well, I think part of the problem is that first of all you are dealing with a small number, and we all agree to that. And hopefully one of these days that number will become a little bit larger.

But there are—of course, there is a lot of good leadership out there among the Hispanics in the colleges and universities, as well as in the independent school districts and other areas, particularly here in Texas and California, the border States, in your State, sir, Colorado. There are excellent people. I would hope that the Federal Government would turn to some of these people for advice, and for guidance of the overall problem.

The reason I say that is because to me, the solution of the Hispanic problem of education lies in non-Federal programs, not in money poured in or other kinds of things, but it lies within our own people.

And by that, when you start looking at a dropout rate of 45 percent out of high school, something has happened. And you say, perhaps it is economic, but other people don't drop out. There are loans, there are jobs, there are other kinds of things. And I think that within the Hispanic community itself there has been—we have not valued education, to be perfectly frank.

Now, that is a tough statement to make, particularly when you consider that it was the Spaniards who really led the culture of the world in the 1500's. But somehow along that we lost the value of education and I keep saying to the parents of Hispanics, "Keep them in school," and that is where your leadership must come from, sir.

Mr. SIMON. And even symbols—if I can pick on you—become important. I noted the increase in your school in terms of total Hispanic enrollment. Do you have any idea that because someone of the name of Cavazos is the president of your school, that has been an attraction?

Dr. CAVAZOS. I don't know that that has been an attraction, sir, but it is kind of a sad commentary when I think I became—the first president of a major institution in the United States who is Hispanic, to lead as president.

Of course I have—we have pushed very, very hard on trying to recruit students throughout, but to me the key isn't the Hispanic part.

Within my own community of Lubbock we have, of course, a very serious problem. Thirty percent of our--not too far from the percentages here in Houston—30 percent of our independent school district enrollment is Hispanic, and yet we barely see 5, 6 percent.

We had some increase in the past few years. We have recruited awfully hard, but we have not been able to attract those students. The rest of them I fear are dropping out. Our numbers are comparable to Houston's and yet we are almost 600 miles away.

Mr. SIMON. And are your numbers—you mentioned that fewer than half of Hispanics holding high school diplomas and so forth—are your Lubbock numbers very similar to the national average?

Dr. CAVAZOS. Very, very similar. We are meeting all those national figures. Unfortunately, when you look at the national figures, less than 7 percent of Hispanics will graduate from college, less than 2 percent of them will graduate from professional school or graduate school, so that pool is very, very small.

When you ask me the question, how many Hispanic faculty do I have? We have a faculty of 1,100 and we have less than 1 percent on our faculty—so it is a tough type thing.

And yet when I say to you, turn to us for leadership, I acknowledge it is a very, very small pool.

Mr. SIMON. You also say here, "At the undergraduate level, particularly entry level, financial aid for minority students should come primarily from scholarships and grants." One of the things that we are thinking about is making the Pell grant an entitlement, just as the guaranteed student loan is an entitlement.

I gather you believe that would be a step in the right direction.

Dr. CAVAZOS. I think it would. Part of the problem, as I pointed out subsequently in my testimony, is that students becoming involved in having to work or in doing other kinds of things to meet these work-scholarship sorts of things, it is extremely difficult for them and they have to spend a lot of time just trying to stay in school.

I wasn't bragging about that data. The dropout rate we have within our college is dreadful.

Mr. SIMON. If I can just comment there. This is not only for the Hispanic community, but a great many other students. The idea of a great emphasis on college work-study, and I am all for continuing the program, but to expect all students to be able to finance their way through college by college work-study is just unrealistic about what we hope—you know, we are discouraging some students from making it.

You mentioned your study of financial aid to Hispanic students. We would be very much interested in seeing that.

Dr. CAVAZOS. We will get that data as soon as we finish that up, sir.

Mr. SIMON. Good.

Mr. KOGOVSEK. When would that be finished, Doctor?

Dr. CAVAZOS. I hope within the next couple of weeks. You just kind of caught us at the wrong time. We have gone to a totally new student information system, and we are not quite up yet. We will have that for you very soon.

Mr. SIMON. That would be great. Now, one final question before I yield to my colleagues. You mentioned working with TRIO in the upward bound program. Do you see any changes in the law there that you would like to see?

Dr. CAVAZOS. No, that is a very fine program. I do hope you keep those in. We are pulling those students up, picking them up when they are juniors in high school and we will get well over 60 percent of them into Texas Tech University, if they will spend some time with us.

Some of them are with us two sessions. We spend a lot of time talking with the parents. There again, I come back to the parent issue. We communicate with them. And of course many of them don't speak English. Many of the parents that is.

The importance of working with them—I think that those are a couple of the best programs you have got going and I hope you continue them, sir.

Mr. SIMON. Mr. Kogovsek?

Mr. KOGOVSEK. Thank you, Mr. Chairman. Dr. Cavazos, thank you for your testimony. Bilingual education, especially in the primary and secondary levels, in the short period of time that we have had access to bilingual education in the Southwest, have you had a chance to notice any kind of improvement at least as far as helping students to become better prepared for higher education?

Dr. CAVAZOS. Well sir, part of my problem is I have only been back in the Southwest 4 years. I have been president of the university for just 4 years, so I have not had the personal kind of involvement in this.

I do have a viewpoint which I would like to express, however. I have no data to support whether we have improved. I don't consider that bilingual education is the solution to the whole problem. And oftentimes people feel that that is the solution. It is a combination of things. Bilingual education—and I am not qualified to say, after third grade or total immersion or the other kinds of things; I leave that to the experts—is a part of it.

Economic assistance is a piece of it. Parental guidance is a piece of it. Role models, all of these things, that is where you will find your answers.

Mr. KOGOVSEK. Speaking of role models, I appreciate your recommendation and your very good suggestion. I think we have to look to these successful Mexican Americans, Hispanics who have made it, who have become mayors of the city of Denver—and I don't want to go through the whole list of successful politicians for instance that we have had, academics aside.

Is there any way we can, because politics is tied to everything, is there any way that anybody has thought about getting together the Tony Unitas, the Enrico Pena's, and the dozen other high-visibility type politicians to make a statement on higher education, primary and secondary, as far as their people are concerned?

Dr. CAVAZOS. Well, let me reflect upon that a moment because it is a problem I have thought an awful lot about since these are the role models. These are the people that I take great pride in their accomplishments and what they have achieved because they have an education. And if people can pull them together—now, in our own State here, I get deeply concerned in Texas, for example, where we have an illiterate rate of about 22 percent in our population.

About 30 percent of our population can barely communicate through the written word or do a mathematical solution. So almost 50 percent of our citizens in this State are marginally literate.

We have of course almost 25 to 30 percent of the total population of this State of Texas as Hispanic. It is a young population. Their median age is about 25, whereas it is almost 30 nationwide. It is a

population whereby almost 20 percent of it is below the poverty line. There are a lot of problems to that.

Texas will grow rapidly between now and the turn of the century. By the turn of the century, the people we call minorities today, sir, in the grade schools will be the majority. They will be the majority.

Now, carry that though one step further and think about the implications of that statement; because those will be the people that will be electing our leaders and therefore I say, what kind of leaders do illiterate people elect? And our whole concept of Jeffersonian democracy is based upon an informed electorate. I see it as a serious problem.

And that is why people—I don't want to go through the names of them—really some outstanding leadership that we have nationwide, I hope they will move to the forefront and speak up in a clear voice about this issue.

Mr. KOGOVSEK. Thank you, Doctor.

Mr SIMON. If I can just follow through on your last remark. One of the things that is a hidden problem in our society, that you have just touched upon, and it is not really under the jurisdiction of our subcommittee, is this whole question of adult illiteracy.

We have 23 million functionally illiterate adult Americans in this country. While we are reauthorizing this Higher Education Act, one of the things that I have thought about as a possibility is to use the college work-study program to encourage somehow the universities like Texas Tech to say, "Can't we use this college work-study to get some of your students working with people in the community who are functionally adult illiterates, to see if we can't do something constructive to both help those students through college and do something there?" Does that make sense to you?

Dr. CAVAZOS. It makes a lot of sense, Mr. Chairman. And the reason why, there is oftentimes hesitancy among older people to go back to that college setting or that grade school setting. It is very difficult for them and I can understand why.

If you can come up with any sort of mechanism to get—call it continuing education or whatever—adult education back into those communities so those people can be taught in their own communities, I think that would be a great start. I am deeply concerned about that issue.

Mr. SIMON. Good for you. I hope you maintain that concern.

Dr. CAVAZOS. We are working on that one.

Mr. SIMON. And when you look at, for example, our prison population, the majority of people in our prisons today are functionally illiterate. If we really want to talk about an anticrime program, let's move on this problem of illiteracy.

Well, sir, we thank you very much for your leadership, Mr. President.

Dr. CAVAZOS. Thank you very, very much. I appreciate what your committee is doing and I look forward to working with you. If you need any further help, please call. May I be excused, sir, to return to sunny west Texas?

Mr. SIMON. You go right ahead, back to the sunny part of Texas.

[Prepared statement of Dr. Lauro Cavazos follows:]

PREPARED STATEMENT OF LAURO F. CAVAZOS, PH. D., PRESIDENT, TEXAS TECH UNIVERSITY, TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER

Texas Tech University and the Texas Tech University Health Sciences Center have long been concerned with minority student access to higher education. I, myself, take a very personal interest in this issue.

I am confident that the federal programs we have to assure greater access are good. They appear to be well monitored and have been highly persuasive in some increases in higher education enrollments among minorities.

The key question you ask today, however, relates to major disincentives for Hispanic students to enter and complete a postsecondary program. And they key to the answer is the tapping of Hispanic leadership. The leadership is available. Role models are increasing. Hispanics listen to Hispanics. Yet our government leaders appear reluctant in almost every field, including education, to call upon the strong core of leadership available.

Certainly bilingual education programs are critical to education. There must be also, of course, economic encouragement to students who seek higher education. There is a great need for academic assistance. But the key to providing more and better education for millions of Hispanics is a public education program to persuade Hispanics is a public education program to persuade Hispanic adults—parents, all adults—of the value of education. And it is to this nation's advantage to undertake such a program.

Our first, second, third and fourth generation citizens of Hispanic origin must come to understand the American ethic that citizens contribute to and partake of the wealth of this country . . . and that education allows them to contribute more and partake more fully.

With fewer than half of our Hispanics holding a high school diploma, the pool from which college and university students can come is greatly reduced. When fewer than 8 percent of our current Hispanics high school students show any interest in further education, the pool shrinks even more.

Our Texas Tech counselors find that major disincentives for Hispanic students to complete their education include financial, personal and academic obstacles. Congress and others have addressed financial and academic obstacles with some success. But the personal problems, for the most part, are left untouched.

Among these are lack of motivation or lack of understanding of the personal commitment required to achieve academic success. Some of this lack may stem from family disinterest in or unfamiliarity with education. Counselors often see students who have low selfesteem which may interfere with motivation.

It is here, addressing these personal problems, that Hispanic leaders across this nation—and there are many who are well qualified—can help turn the problem around. It is they who understand the people you are trying to reach and who are understood by those people.

I bring this up because I have been associated with these Hispanic leaders, and I keep hearing the question, "Why don't they ask us? Why are we not involved?" Among this core of leaders, I and others speak up and speak out whenever opportunities make it possible. But those opportunities can be increased by you who are trying to solve the massive, educational problem presented now by the greatest immigration into this country since the European masses came in the 19th century.

I urge you to consider this untapped leadership resource as you progress in your study of the problem.

I would further summarize by saying that any reduction in financial aid programs would severely reduce the number of minority students who could avail themselves of postsecondary educational opportunities. At the undergraduate level, particularly at the entry level, financial aid for minority students should come primarily from scholarships and grants. At the graduate level grants and student loan programs greatly encourage minority students. Financial emphasis on special programs for minority students should go to those programs which help students overcome second-language difficulties, which contribute to bi-cultural understanding, which provide special help needed in study and test-taking skills, and which contribute to greater Hispanic understanding of the value in setting long-range educational goals.

Within higher education institutions it is evident that more Hispanics have an interest in vocational programs of two-year colleges than in the more academically oriented four-year institutions. In Texas, we have, however, initiated many programs that work toward greater participation by Hispanics.

Texas Tech's Upward Bound Program begins often with juniors in high-school, helping them plan and prepare for college entrance. Our recruiters visit predominantly minority (40 percent or more minority) high schools in Texas annually. We

not only have a Hispanic recruiter but Spanish-speaking counselors for parents. The counselors encourage and assist with enrollment. Our United Mexican American Students volunteer to telephone Spanish surnamed prospective students to encourage them to enroll. Special Services, a new program called PASS, and various departmental and college tutorial programs serve any student having academic difficulty. The ability to give individual counseling through Special Services, is one of our most successful retention efforts. It is interesting to note, however, that of the 300 students currently using Special Services, 60 percent are Anglo and only about 20 percent Hispanic and another 20 percent Black or other minority. This is true despite considerable expenditure of effort on publicly and one-on-one encouragement to use the program. The statistical effectiveness of any program is difficult to determine because students begin a program, drop out, reenter or transfer. We continually improve tracking methods, but accuracy is difficult. Figures indicate we graduate about half as many Hispanics as come to us as freshmen. Yet, these are NOT necessarily the same students. Texas Tech has strived to be a school easy to enter, yet academically hard to leave. Academic standards, then, are a factor in attrition. From the freshman to sophomore year, we lose almost two-thirds of our Hispanics. We then gain through transfer students at the junior level. Still there is an overall loss of about half the Hispanics. Texas Tech University has an enrollment of 23,703 students. Of that number 4.8 percent (1,108) are Hispanic—some improvement over the 2.75 percent Hispanic enrollment five years ago. In Graduate and Law schools we have 3,950 students with 3.4 percent of those Hispanics in the Graduate school and, of the Law School enrollment, 4 percent are Hispanics. In the past five years, we have awarded 74 master's degrees and 19 doctoral degrees to Hispanic surnamed individuals.

We are just now completing a painstaking study of financial aid to Hispanic students at Texas Tech. When that study is completed, I shall forward it to this committee. We do know that 80 percent of our Hispanic students receive financial aid while, overall, only 20 percent of our students receive need-based aid and 34 percent of all students receive some type of aid—need-based aid, scholarships or other aid based on criteria other than need. Last year total assistance came to about $12 million. The cost for all applicants with need totaled more than $7,500,000. The typical applicant, dependent upon family, comes from a family with an average parental income of $22,600. Yet, if the student is Hispanic, that income drops more than $4,200, to $17,790. Of the students requiring aid, 76 percent reported their parents are currently married, while 26 percent of all dependent applicants come from one-parent homes. Forty-two percent of the families have two incomes. The average need for dependent applicants last year was almost $2,800. The average parental contribution for all dependent applicants was about $1,700. Pell-indices for all dependent applicants indicate that only 59 percent may receive Pell Grants. On the other hand, 75 percent of all self-supporting applicants receive Pell Grants. For self-supporting students (and their spouses), the average income was about $5,170.

Federal financial aid programs are critical to Hispanic and other minority student access to higher education. While Texas Tech would not actively participate in HEP, this is important to the goals of higher education because it increases the pool of potential students. Texas Tech has unsuccessfully proposed participation in CAMP. It is hoped that participation will become possible in the future, and we endorse that program. We are particularly grateful to TRIO. I have already mentioned Special Services and Upward Bound. This year we have had 125 students in Upward Bound and expect 90 percent of these to enter college—50 to 60 percent at Texas Tech. We have worked particularly hard to persuade banks to participate in student guaranteed loans, and we have had some success. Hispanic students, however, often come from families with no credit history and with some bias against long-term loan commitments; therefore, financial grants and scholarships are especially helpful. While work-study programs are valuable for great numbers of students, many minority students need to spend most hours in academic pursuits and should not be encouraged to hold demanding, money-making jobs.

Major disincentives for Hispanics students include financial, personal and academic obstacles; sometimes a combination of these. Among the personal obstacles is lack of motivation or lack of understanding of the personal commitment required to achieve academic success. Some of this lack may stem from family disinterest in or unfamiliarity with, education. Counselors often see students who have low self-esteem, which may also interfere with motivation. (Only 12 percent of Texas Hispanic high school juniors took the SAT in 1980 and only 8 percent showed an interest in higher education.)

Within the Texas Tech College of Education, there are 1,486 undergraduates and 89 or 6 percent of these are Hispanic. Fall 1983 statistics are incomplete but last

spring 39 percent of the Hispanics enrolled in the Graduate School were majoring in education—a figure we find encouraging. Teaching appears not to have been a career popular among Hispanics. This might be due in part to lack of role models in the public schools or lack of inspiration from family. However, of the 89 Hispanic undergraduates in education at Tech, 35 are enrolled in a strong, federally funded bilingual teacher education program. When these students graduate, they will be fully prepared to teach in any school but will have special skills valuable in schools having large Hispanic populations. Because of federal funds, our College of Education can provide a special tutoring program and assistance for Hispanics in freshman and sophomore English and help in test-taking skills. The most difficult test for these students to pass in the future might well be the entry-to-teaching test required at the end of the sophomore year. This anticipated difficulty likely relates, not to incompetence, but more to a bias within the test which many educators see as favoring students from an Anglo rather than a Hispanic culture.

Each of the questions addressed today are of great consequence to the education of minorities in this land. In regard to financial aid programs, I come with no major recommendations for revision.

I do recommend again, however, that this committee look seriously at the omission of Hispanic leadership in the search for educational solutions for fourteen and a half million Americans. To ignore this highly qualified leadership is to ignore the key to the solution.

APPENDIX

The following is a count of the Texas Tech University Hispanic students who received financial aid in the 1982–83 academic year.

Grants (Federal and State)	418
Loans (long term)	177
Scholarships (need based and academic)	78
College work-study program	119
Total (unduplicated)	507

In 1982–83, there were 6,305 Mexican American students in Texas who took the SAT and 7,613 Mexican American students who took the ACT. Some of these student may have taken both. Of those who took the ACT, fewer than one third indicated an interest in pursuing postsecondary education at a four-year institution. It would then appear that, at the very best, Texas four-year institutions of higher education would have a pool of fewer than 4,640. While these figures are, of course, imprecise, they serve to illustrate a major problem.

Mr. SIMON. I understand that President Nevarez has now landed. I also understand that Paul Sandoval, who heads the Center for Hispanic Education Leadership in Denver, can't get out of the Denver Airport this morning.

Mr. KOGOVSEK. That is what worries me, Mr. Chairman.

Mr. SIMON. Our next witness is Jose Juarez from San Antonio. And it simply says, MALDEF here, the Mexican American Legal Defense and Educational Fund. We are pleased to have you here, Mr. Juarez.

The CHAIRMAN. Senator Cochran.

OPENING STATEMENT OF SENATOR COCHRAN

Senator COCHRAN. Mr. Chairman, thank you.

Dr. Cavazos, we welcome you to the Committee, and congratulate President Reagan for his choice in selecting you to be the new Secretary of Education. I think he has made an excellent selection, I think your background is obviously one that would equip you to discharge these duties quite capably and with distinction, and we look forward to having you as our newest member of the Cabinet.

Let me just say in observation of some of the comments that have been made so far this morning, I think that we have made some important progress in the field of education in the last eight years under the leadership of this administration.

I think we have focused attention and are addressing problems that need addressing. I think it is important to notice, for instance, that test scores by school children are going up now instead of down, as they were during the previous Democratic administration led by President Carter.

I think this indicates a willingness to tackle some of the tougher problems such as the education of disadvantaged children. Dr. Cavazos, I know you are very familiar with some of the problems of poverty in the South and other parts of the country which lead to difficulties in the education environment.

I hope you will go along with and encourage strengthening the programs that are designed to help deal with those problems of disadvantaged children. This administration has. In the last budget request, I think it is important to note that they requested an increase in funding for the Chapter I programs and others that are designed to deal with the problems of the rural poor in education.

We are making progress there, and I hope that you will provide strong leadership in seeing that that progress continues.

Welcome to the Committee.

The CHAIRMAN. Thank you very much.

Senator Mikulski.

OPENING STATEMENT OF SENATOR MIKULSKI

Senator MIKULSKI. Thank you.

Dr. Cavazos, we want to welcome you to this hearing, and we look forward to the conversation that will proceed today. I certainly enjoyed my very brief conversation with you yesterday when we talked about your goals for the Department, which I will be asking you here, as well as those areas that you want to pay particular attention to.

In looking at your own biography, Doctor, you are an example of what we call the opportunity structure in our own country. Knowing how you started out, you were in the Army, you did not have a degree, but you just kept plugging along all the way up through achieving your own doctorate.

You are an example that if we have the opportunities, the right opportunities, the right teachers, and someone willing to invest the sweat equity, we can make it in this country.

We would hope that we would take your own experience both professionally and personally and apply it to the problems of this country.

But I know this is a proud day for you. I bet when you were slugging it out being an Army specialized technician at the University of Oklahoma, you did not think you would be here today.

Did you bring your family for this hearing?

Mr. CAVAZOS. Peggy is here.

Senator MIKULSKI. Let us meet them. I would like to meet your wife.

Mr. CAVAZOS. My wife Peggy, Senator.

The CHAIRMAN. We were going to introduce them.

Senator MIKULSKI. Were you? Okay. Well, I have got a soft spot for the wives.

The CHAIRMAN. Would you stand up, Mrs. Cavazos?

[Mrs. Cavazos stood.]

The CHAIRMAN. Mrs. Peggy Cavazos, we are delighted to have you here. We know you have numerous children, one more than the Kennedy family, ten children. [Laughter.]

Senator MIKULSKI. Doctor, just let me say that I think it is our belief that when someone who has achieved a record such as yours—in the final months of the Reagan administration, President Reagan is entitled to the team that he thinks he needs to continue his administration.

The Reagan administration is not over, just like we have not adjourned. We have got a lot to talk about and a lot to scrap about, and I look forward to talking with you more.

The CHAIRMAN. I recognize Senator Pell, who is the Chairman of our Education Subcommittee.

OPENING STATEMENT OF SENATOR PELL

Senator PELL. Thank you very much for permitting me to come in at this time because I am also chairing the Foreign Relations Committee down the corridor.

I would like to extend a very warm welcome to Dr. Cavazos. I had the pleasure of talking with him at some length. I am familiar with his background, his education, what he has done, and think he is an excellent appointment. I look forward to supporting him in any way I can, both when it comes to the vote in the Senate and as Secretary.

I just regret that he has got so few months on the job, but wish him well. I am sure he will leave a mark from those five months.

I also would ask that my statement be inserted in the record at this point.

The CHAIRMAN. It will be included in its entirety.

[The prepared statement of Senator Pell follows:]

STATEMENT OF SENATOR CLAIBORNE PELL (D,RI) AT THE NOMINATION HEARING OF LAURO CAVAZOS, TO BE SECRETARY OF EDUCATION

I would like to extend a warm welcome this morning to Dr. Cavazos. He is a distinguished educator and an excellent choice for Secretary. He is eminently qualified for this appointment with considerable experience in higher education. For the past eight years he has served as the President of Texas Tech University and was formerly the Dean of the Tufts University School of Medicine. And in view of the fact that he has ten children between the ages of 21 and 31, he has also had a central investment in elementary and secondary education.

Dr. Cavazos been a consistent friend of education. In fact, I understand that he has testified before the House Postsecondary Education Subcommittee on behalf of student financial aid programs. I particularly applaud his strong support of educational assistance, and of efforts to target the school dropout problem. I support his nomination, and look forward to working with him when he is confirmed.

The CHAIRMAN. The way we will proceed, we will hear from our colleagues, my friend and colleague, Senator Gramm. I know Senator Bentsen had also hoped to be here and give us a statement for the record.

I will recognize Senator Gramm, and then Congressman Stenholm and Congressman Combest, for brief comments. I think, as our colleagues know, we are going to have final passage at noon time, with the possibility of interruptions for votes.

We want to give maximum opportunity to hear from the nominee. So we welcome our friends and colleagues and we hope their comments will be to the point and short.

Phil, we are glad to have you here.

STATEMENT OF HON. PHIL GRAMM, A U.S. SENATOR FROM THE STATE OF TEXAS

Senator GRAMM. Mr. Chairman, let me first say that I am happy to be here. I do not think we have to be sad that Larry Cavazos may be leaving at the end of this term. There are some of us who hope that this will be a learning period and he will be here for eight years working on these problems.

The CHAIRMAN. I know. [Laughter.]

Senator GRAMM. Mr. Chairman, I know Larry Cavazos very well. He is a friend of mine; I admire him greatly. He is living proof that the American dream is alive and well in Texas and throughout the nation.

He was born on the King Ranch, the son of a cowboy. He worked his way through school after serving in the Army, worked his way up the academic ranks, proved his effectiveness and leadership.

Throughout his career, from his initial service as a young teaching assistant at Texas Tech to now being president of that great university, Larry Cavazos has proven over and over again that, number one, he believes in education, that he understands that education gives each person in this country an opportunity to get on the playing field and use their God-given talents to advance themselves and their families.

I think his is an outstanding record, a record of a person who has been involved. He has served at the State, federal and international levels on numerous panels and commissions, and I think he comes to this job about as qualified as one could be qualified.

I think we have in Larry Cavazos someone who is going to look at the bottom line, someone who has proven at Texas Tech that it is not just the amount of money you spend, it is not just the quality of the input, but ultimately the test of a great university or the test of an education system of a great nation is the output, the quality of the student that is produced and the quality in terms of performance of people who go out in life and continue to build the nation.

It is a great honor for me to be here to introduce to this Committee a man who is a friend of mine, a man that I have great confidence in, a man that I hope will serve in this job for many years to come and who will be an effective leader in making the American education system what we all want it to be, and that is an engine for opportunity and growth and prosperity for all Americans.

The CHAIRMAN. Thank you very much, Senator Gramm. I am glad that Massachusetts discovered Dr. Cavazos as the dean of the school up there at Tufts before Texas, but we are glad that he was so successful.

Senator GRAMM. So am I, Mr. Chairman.

The CHAIRMAN. Congressman Stenholm, we welcome your presence here and look forward to your comments.

STATEMENT OF HON. CHARLES W. STENHOLM, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF TEXAS

Mr. STENHOLM. Thank you, Mr. Chairman, members of the Committee. Thank you for allowing me this opportunity to appear before you. I have a special interest in coming today because Dr. Cavazos, I am proud to say, is a friend, also, of mine, and I know he is a friend of education.

I have the unique distinction of being the only Texas Tech Red Raider serving in the United States Congress, and I also would welcome another Red Raider in Washington, D.C.

During the past eight years, I have had the pleasure of working with Dr. Cavazos during his tenure as president of our university. He did a splendid job at Texas Tech, and I have every confidence that he will do the same job as Secretary of Education.

Larry Cavazos is eminently qualified for this appointment, as you have already heard stated this morning. He was an exceptional student, he was an exemplary instructor, he was an excellent administrator of Texas Tech University.

He has time and time again proven his devotion and dedication to a better education. You would be hard-pressed to find someone who is more sincere in his quest to improve our nation's education.

We have all been made aware of his academic accomplishments, his degrees at Texas Tech, Iowa State, and his service as dean of Tufts University. But the Larry Cavazos that I know passed a test that cannot be graded on paper. He is a fine family man, a good citizen, a person who epitomizes the success that comes only with a good education.

I am honored to be able to wholeheartedly endorse Dr. Lauro Cavazos, and his wife Peggy, as the next Secretary of Education.

Thank you, Mr. Chairman.

The CHAIRMAN. Thank you very much.

Congressman, we look forward to your comments.

STATEMENT OF HON. LARRY COMBEST, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF TEXAS

Mr. COMBEST. Mr. Chairman, thank you very much. I appreciate the time constraints you are under and will be very brief with my statement, but nonetheless sincere.

I am here to very strongly support the nomination of Larry Cavazos, and rather than speaking as the representative of Congress that represents Texas Tech University and has had an opportunity to work over a long period of time with Dr. Cavazos, I would prefer to be here as a private citizen because that was the first role in which I met Larry Cavazos and was aware of his work at Texas Tech.

Dr. Cavazos can be described as the common man's educator. He does not come from a privileged background, but rather he worked his way up the ladder of success, that traditional American success story that we all believe in.

In the Texas tradition, Dr. Cavazos is a self-made man from very humble beginnings who can best share his years of diverse experience in education as the Secretary of Education.

Dr. Cavazos is well liked by all who know him. He is very well respected and he has earned the admiration of those who have worked with him. He has vast experience in every aspect of education, from elementary schools to graduate schools. He is the first Texas Tech alumni to return to that university as its president.

I think one of the most telling quotes that I have ever heard attributed to Dr. Cavazos and one that I strongly agree with is when he said, "I am convinced that education is the key to many things. If you have sufficient education, you can solve most any problem in the world."

He is a hands-on educator who understands not only the problems of the administrative side, but the student's viewpoint as well. As president of a university which is not exceedingly wealthy, he understands the problems which come from small budgets. He makes the best of the resources which he has available.

Mr. Chairman, I would again ask that you accept this brief statement in the spirit in which it is offered. I appreciate being here, sir.

The CHAIRMAN. Thank you very much.

Well, we are glad to have all of our members of Congress stay, but we know you have all got responsibilities. We thank you all very much. I am going to excuse them and I will recognize the ranking minority member, Senator Hatch.

OPENING STATEMENT OF SENATOR HATCH

Senator HATCH. Thank you, Senator Kennedy. I am delighted to welcome all of you here. I appreciate and greet the members of Congress who have come to endorse and support you, Doctor.

I apologize for being a little bit late, but I am on the Board of Directors of the National Endowment for Democracy where we had a board meeting this morning. Then I had to introduce a fellow Utahan who is going to be an Assistant Secretary in Commerce.

I welcome you to this hearing of the Senate Labor and Human Resources Committee. We are happy to have you here. I think the introductions by your Congressional colleagues, including our own Senator Gramm, reflect the delight of all of us that President Reagan has chosen you for this particular position as Secretary of Education.

You are a highly respected teacher and academic administrator. I think you have gild-edge credentials in the physical sciences, health issues, and, of course, health-medicine policy.

Perhaps most importantly, from our meeting last Wednesday, I learned how deeply and sincerely committed you are to ensuring that excellent educational opportunities are available to all Americans. That meant a lot to me, and I think that commitment is exactly what we need in our Secretary of Education.

There is no need for me to continue. We are just delighted to have you here. We will be proud to have you confirmed by the Senate as our next Secretary of Education. We look forward to closely working with you.

I would ask unanimous consent, Mr. Chairman, that the statements of Senator Quayle and Senator Thurmond be placed in the record at this point as well.

The CHAIRMAN. They will be so placed.

Senator HATCH. I thank you, Mr. Chairman.

[The prepared statements of Senator Quayle and Senator Thurmond follow:]

STATEMENT OF SENATOR DAN QUAYLE ON THE NOMINATION OF LAURO CAVAZOS TO BE SECRETARY OF EDUCATION

SEPTEMBER 9, 1988

Mr. Chairman, it is a pleasure to welcome Lauro Cavazos to the Labor and Human Resources Committee on his nomination to the position of U.S. Secretary of Education.

While I am unable to be present at the hearing today due to other demands, I am very pleased that our Committee will have an opportunity to consider the achievements and record of this fine educator. Dr. Cavazos has been an educator, a teacher, and an administrator his entire career. His record is proof of his dedication to quality education, and the education community's support for him speaks to his reputation and standing.

Dr. Cavazos has been a tireless supporter of quality education for all students, but especially for the disadvantaged and at-risk student. He has spent his days working on reducing the dropout rates in our schools and in bringing dropouts back to school. Dr. Cavazos also is committed to eliminating illiteracy in our nation and recognizes the link between illiteracy and lost productivity.

Dr. Cavazos understands that a basic and sound education is the key to a productive workforce, and that if our students do not receive basic skills, we will be dealing with the problem of illiterate workers or worse, illiterate unemployed Americans. Dr. Cavazos knows that a solid education is key to economic well-being, both for the individual and for the nation.

I am happy to support the nomination of Lauro Cavazos for the position of Secretary of Education and commend President Reagan for an excellent choice. Dr. Cavazos will continue this Administration's efforts to improve education and to reach and serve the needy and disadvantaged of our society.

Mr. Chairman, I hope the Committee will consider this nomination in short order, and I throw my full support behind Dr. Lauro Cavazos.

STATEMENT BY SENATOR STROM THURMOND (R.-S.C.) BEFORE THE FULL SENATE LABOR COMMITTEE REFERENCE CONSIDERATION OF SECRETARY OF EDUCATION NOMINEE, LAURO F. CAVAZOS, PH.D., SEPTEMBER 9, 1988, 10:00 AM, SD-430.

MR. CHAIRMAN:

I commend you for conducting this hearing on the nomination of Dr. Lauro Cavazos for Secretary of Education, and hope that we shall act swiftly on this nomination. I would also like to welcome Secretary-designee Cavazos to the Committee.

Mr. Chairman, Dr. Cavazos is internationally recognized as an outstanding educator and administrator. He is considered to be an authority in the areas of: anatomy, cell biology, and medical education. Dr. Cavazos is an imaginative and innovative scholar, who has worked throughout his impressive career to promote educational opportunities and social advancement for minorities.

A sixth-generation Texan, Lauro Cavazos is a member of a hard-working family that has distinguished itself through service to its community, state, and country. In 1980, Dr. Cavazos was named as President of Texas Tech University and the University's Health Services Center. As such, he became the first Hispanic president of a major American University, and at the same time, the Health Services Center became the largest medical school in the United States to be headed by a Hispanic. Prior to his position at Texas Tech, Dr. Cavazos was the Dean of the medical school at Tufts University in Boston for five years.

Lauro Cavazos has served ably on many committees and task forces in the education sector and has contributed numerous articles to

scholarly publications. In 1984, President Reagan bestowed the outstanding leadership in education award upon Dr. Cavazos.

Mr. Chairman, under Secretary William Bennett, our Nation has experienced strong leadership in effecting President Reagan's policies at the Department of Education. I am confident that the President has made a sound choice in selecting Dr. Cavazos as Secretary Bennett's successor and am sure that he will demonstrate the leadership necessary to continue the advances that have been made in the field of education under the Reagan administration.

Dr. Cavazos has stated that he is convinced that education is ~~the key~~ to many things and that if you have sufficient education, you can solve most any problem in the world. I believe that, as Secretary of Education, Dr. Cavazos will dedicate himself to the task of providing our great Nation's citizens with the educational background that is required to compete and be productive in today's complex society. I urge my colleagues to support his confirmation.

Dr. Cavazos, we are glad to have you here today and I am sure that the members of this Committee will benefit from your testimony and your service after you become Secretary of Education.

The CHAIRMAN. We also have a statement from Senator Dodd which we will include in the record at this point.

[The prepared statement of Senator Dodd follows:]

STATEMENT OF SENATOR CHRISTOPHER J. DODD

HEARING ON NOMINATION OF LAURO CAVAZOS

MR. CHAIRMAN, I HAD THE PLEASURE OF MEETING WITH DR. CAVAZOS ON WEDNESDAY AFTERNOON. AT THAT TIME WE WERE ABLE TO DISCUSS A FEW OF THE EDUCATION ISSUES THAT ARE OF CONCERN TO ME. TODAY'S HEARING GIVES ME THE OPPORTUNITY TO HEAR HIS VIEWS ON THE ISSUES WE DID NOT HAVE TIME TO COVER.

DR. CAVAZOS HAS A SOLID BACKGROUND IN THE FIELD OF EDUCATION BOTH AS AN INSTRUCTOR AND ADMINISTRATOR. WHILE HE HAS SPENT MOST OF HIS CAREER WORKING AT THE HIGHER EDUCATION LEVEL, HE APPEARS EQUALLY COMMITTED TO AND CONCERNED ABOUT IMPROVING THE QUALITY OF EDUCATION AT THE ELEMENTARY AND SECONDARY LEVELS.

TODAY IN PARTICULAR, WE NEED A SECRETARY OF EDUCATION WHO IS COMMITTED TO IMPROVING T E SYSTEM. AS THE NOMINEE, DR. CAVAZOS SHOULD BE COMMITTED TO ENCOURAGING STATE AND LOCAL GOVERNMENTS TO STRIVE FOR EDUCATION EXCELLENCE AND TACKLE THE VARIOUS OBSTACLES STANDING IN THE WAY OF EXCELLENCE. THE NEXT SECRETARY MUST BRING EDUCATION TO THE FOREFRONT OF POLITICAL DEBATE. HE MUST RECOGNIZE THAT OUR CHILDREN ARE A PRECIOUS RESOURCE, A RESOURCE VITAL TO THE NATION'S ECONOMIC STABILITY AND NATIONAL SECURITY.

THE CURRENT ADMINISTRATION HAS BEEN COMMITTED TO IMPROVING OUR NATIONAL SECURITY IN CERTAIN AREAS, BUT IT HAS NEGLECTED A COMPONENT OF THE SYSTEM AS NECESSARY AS OUR WEAPONS, THE NEXT GENERATION OF WORKERS, PARENTS, EDUCATORS AND SOLDIERS. I HOPE THE NEXT SECRETARY WILL COMMIT HIMSELF TO MAKING EDUCATION ONE OF OUR NATION'S HIGHEST PRIORITIES AT THE FEDERAL AS WELL AS STATE AND LOCAL LEVEL.

THE TASK FACING THE NEXT SECRETARY WILL NOT BE AN EASY ONE. COMMUNITIES ARE FACED WITH A SHORTAGE OF TEACHERS, ESPECIALLY IN THE AREAS OF MATH, SCIENCE AND FOREIGN LANGUAGE. UP TO 40 PERCENT OF OUR NATION'S YOUTH ARE DROPPING OUT OF SCHOOL--60 PERCENT IN SOME URBAN AREAS. COLLEGE TUITIONS ARE HIGH AND STILL CLIMBING, OUT-PRICING SOME OF THE FINEST INSTITUTIONS FOR LESS PRIVILEGED STUDENTS. AND, UNIVERSITY FACILITIES ARE ESTIMATED TO NEED MILLIONS OF DOLLARS OF WORK IN NECESSARY RENOVATION. THE LIST OF CHALLENGES FACING THE DEPARTMENT IS LONG.

THOUGH DR. CAVAZOS MAY ONLY SERVE AS SECRETARY FOR A FEW MONTHS, HE CAN MAKE A DIFFERENCE. HE CAN SET A PRECEDENT. HE WILL HAVE THE OPPORTUNITY TO STRESS THE NEED FOR QUALITY TEACHERS, QUALITY CURRICULUM AND QUALITY FACILITIES IN BOTH URBAN AND RURAL ENVIRONMENTS. AS SECRETARY, HE WILL HAVE THE OPPORTUNITY TO ENCOURAGE BRIGHT AND ENTHUSIASTIC PERSONS TO ENTER THE TEACHING FORCE. HE CAN WORK TO IMPROVE THE RESPECT OUR NATION PAYS TO TEACHERS. HE CAN DEVISE WAYS TO MAKE HIGHER EDUCATION MORE AFFORDABLE TO STUDENTS FROM LOW INCOME FAMILIES. AND, HE CAN EMPHASIZE THE NEED FOR STUDENTS TO STUDY

FOREIGN LANGUAGES AND CULTURES TO BETTER PREPARE THEMSELVES TO WORK IN THE COMPETITIVE MARKETPLACE. THE POSSIBILITIES ARE ENDLESS.

I HOPE DR. CAVAZOS, IF CONFIRMED, WILL BE THE LEADER OUR EDUCATION SYSTEM DEMANDS TO ENSURE STUDENTS OF THE QUALITY EDUCATION NEEDED TO PREPARE THEM FOR THE CHALLENGES OF THE NEXT CENTURY.

The CHAIRMAN. Dr. Cavazos, we look forward to hearing from you whatever comments that you may want to make.

STATEMENT OF LAURO F. CAVAZOS, LUBBOCK, TX, TO BE SECRETARY OF EDUCATION

Mr. CAVAZOS. Thank you very much, Mr. Chairman.

Members of the Committee on Labor and Human Resources, I am deeply honored to be nominated by the President to serve as Secretary of Education. I am pleased to appear before this Committee today. I would like to express my appreciation to the Committee for the expeditious consideration of my nomination. I deeply appreciate it.

I come before you as an individual who has spent over——

The CHAIRMAN. I want to say just on that point, it would be the intention of the Chair that we would conclude the hearing on your nomination. We do not want to cut anyone off, but we will conclude the hearing today and give an opportunity for the members, since we have many members who are in other committees, to file the questions, which we would hope would be answered by next Tuesday.

We would hope to be able to consider the nomination in our Committee some time next week. That would be at least our intention in terms of moving the nomination forward.

Mr. CAVAZOS. Thank you very much, Mr. Chairman.

I come before you as an individual who has spent over 50 years in education, the great American equalizer. For 21 years, I took advantage of this unique opportunity as a student, and I have spent the last 34 years trying to repay this debt to my nation by working to see that others fulfill the American dream through educational progress.

I am pleased that education has been brought to the forefront of the national debate, and I believe that this, in large measure, is due to the leadership provided by President Reagan and Secretaries Bell and Bennett.

The active involvement of this administration starting in 1981 with the National Commission on Excellence in Education and its ensuing report, "A Nation At Risk," spearheaded the educational reform movement in meaningful and lasting ways.

In the last seven years, we have arrested the decline in American education, but as commendable as this effort is, we still have much to accomplish. Secretary Bell issued the warning, Secretary Bennett took up the challenge and offered solutions, and I am here to ensure that education reform proceeds and that educational excellence once again returns to America.

Recently, we have all heard a great deal about competitiveness. Our nation is on the verge of a new, sophisticated century and will require a new and more sophisticated work force. There is little question that the jobs of the future will require a higher level of reading, computation, reasoning, and communications skills.

The solutions to fulfill these needs, however, are old-fashioned—a return to the basics. But this means more than reading, writing, arithmetic, and a special interest of mine, science. It also means higher standards and accountability.

The economic arguments for education are certainly compelling, and for this reason alone it is imperative that our educational system rise to meet these needs.

Our nation, however, should stand for more than economic supremacy, for crucial to the maintenance of enlightened democracy is knowledge. Therefore, I believe that one of the most important functions of our education system is the development of complete citizens.

Test after test and study after study have shown that American children do not know their past, nor are they aware of history. The American experience is unique to humankind and is a powerful example of what can be achieved through government of the people, by the people, and for the people.

It is important that students understand the roots of that story and of the sacrifice that has preceded them, not only to preserve this noble experiment, but also to extend it into the future.

We must do everything in our power to help each student reach his or her potential. To remain a great nation, we must ensure that no human resource is left untapped. If one student drops out, if one individual is illiterate, if one minority student is not provided opportunity or one handicapped student is prevented from gaining independence, then a loss is suffered not only by the student, but by our society at large. We must keep our young people in school, make our citizens literate, provide opportunity to our minority students, and foster independence for handicapped students.

America needs the full participation of every individual, and the only way to ensure this is through quality education. The number of illiterates and drop-outs in America today is truly appalling. All ethnic groups are impacted.

Recall that amongst the Anglos, about 12 percent will drop out. Approximately 14 percent of the black students will not finish high school, and the drop-out rate for Hispanics is estimated to be 30 percent.

Think of the loss to this nation in terms of economics, but please think also of the loss of human potential. Amongst these drop-outs, there could perhaps be the mind that would have helped solve the riddle of cancer or AIDS. There could be people that could lead us to world peace or persons who have the wisdom to help this nation stem hatred or hunger.

We all know that our nation is a product of Jeffersonian democracy and that it depends upon an informed electorate for its freedom. The press often quotes Jefferson on freedom of the press and this is what he said, quote, "Were it left to me to decide whether we should have a government without newspapers or newspapers without a government, I would not hesitate for a moment to prefer the latter," close quote.

What the media sometimes fails to add to that Jeffersonian quote was what he said, quote, "But I should mean that every man should receive those papers and be capable of reading them," close quote.

What Jefferson believed in was a truly literate America, an America with people who can read and think, analyze data and issues. In other words, he believed in an informed electorate.

The federal government is part of the solution, but only part. The lasting solutions will come not from the Department of Education, but from States and localities and, most importantly, parents. That is the way it should be. They are the closest to the educational needs of each student.

I believe the federal government has a responsibility to provide resources for those students who are most vulnerable. The federal government must provide leadership and ideas. It must be an ally in the education reform movement.

But as President Reagan said in his last State of the Union Address, we must, quote, "reaffirm that the control of our schools belongs to the States, local communities and, most of all, to the parents and teachers," close quote.

Although my interest in education is multi-faceted, the world I know best is higher education. I have been involved in higher education since 1949 when I became a teaching assistant at Texas Tech University.

There are many critical issues that we must address and, as the parents of ten children, my wife, Peggy, and I are particularly concerned with the problem of rising costs for a college education. As a college president, I am concerned with the issues of quality and curriculum, professors, administrators, and ultimately the student.

Finally, I believe that the quest for educational excellence must be a partnership between all levels of the government, business, community organizations, and especially the family.

One thing I have learned in my career is the value of fostering partnerships and building a consensus for those ideas and issues that truly matter. I often maintain that there are two preliminary steps that must be undertaken if we are to solve problems in our society.

First is awareness of the problem, and secondly is caring. Meaningful change comes about through caring. We must care for every child—the educated and motivated ones, the drop-outs, the illiterate, and the handicapped. And I do not mean by caring by providing funds for programs, but caring for them as members of humankind.

To that end, I look forward to working with you and the entire Congress to make our mark on federal education policy. The challenges are great, the stakes are high. Yet, I strongly believe that there are few problems that cannot be solved by education, and I am hopeful that together we will seek educational excellence for all students for the good of our children and for the future of our nation.

Thank you very much, Mr. Chairman.

[The prepared statement of Mr. Cavazos follows:]

STATEMENT BY DR. LAURO CAVAZOS

BEFORE THE

COMMITTEE ON LABOR AND HUMAN RESOURCES

UNITED STATES SENATE

SEPTEMBER 9, 1988

MR. CHAIRMAN AND MEMBERS OF THE COMMITTEE ON LABOR AND HUMAN RESOURCES, I AM HONORED TO HAVE BEEN NOMINATED BY PRESIDENT REAGAN TO SERVE AS SECRETARY OF EDUCATION, AND I AM PLEASED TO APPEAR BEFORE YOUR COMMITTEE TODAY. I WOULD LIKE TO EXPRESS MY APPRECIATION FOR THE EXPEDITIOUS CONSIDERATION OF MY NOMINATION.

I COME BEFORE YOU AS AN INDIVIDUAL WHO HAS SPENT OVER 50 YEARS IN EDUCATION -- THE GREAT AMERICAN EQUALIZER. FOR 21 YEARS I TOOK ADVANTAGE OF THIS UNIQUE OPPORTUNITY AS A STUDENT, AND I HAVE SPENT THE LAST 34 YEARS TRYING TO REPAY THIS DEBT TO MY NATION BY WORKING TO SEE THAT OTHERS FULFILL THE AMERICAN DREAM THROUGH EDUCATIONAL PROGRESS.

I AM PLEASED THAT EDUCATION HAS BEEN BROUGHT TO THE FOREFRONT OF THE NATIONAL DEBATE, AND I BELIEVE THAT THIS, IN LARGE MEASURE, IS DUE TO THE LEADERSHIP PROVIDED BY PRESIDENT REAGAN AND SECRETARIES BELL AND BENNETT. THE ACTIVE INVOLVEMENT OF THIS ADMINISTRATION, STARTING IN 1981 WITH THE NATIONAL COMMISSION ON EXCELLENCE IN EDUCATION AND ITS ENSUING REPORT, A NATION AT RISK, SPEARHEADED THE EDUCATION REFORM MOVEMENT IN MEANINGFUL AND LASTING WAYS. IN THE LAST SEVEN YEARS, WE HAVE ARRESTED THE DECLINE IN AMERICAN EDUCATION, BUT, AS COMMENDABLE AS THIS EFFORT HAS

BEEN, WE STILL HAVE MUCH TO ACCOMPLISH. SECRETARY BELL ISSUED THE WARNING, SECRETARY BENNETT TOOK UP THE CHALLENGE AND OFFERED SOLUTIONS, AND I AM HERE TO ENSURE THAT EDUCATION REFORM PROCEEDS AND THAT EDUCATIONAL EXCELLENCE ONCE AGAIN RETURNS TO AMERICA.

RECENTLY WE HAVE ALL HEARD A GREAT DEAL ABOUT "COMPETITIVENESS." OUR NATION IS ON THE VERGE OF A NEW, SOPHISTICATED CENTURY AND WILL REQUIRE A NEW, MORE SOPHISTICATED WORK FORCE. THERE IS LITTLE QUESTION THAT THE JOBS OF THE FUTURE WILL REQUIRE A HIGHER LEVEL OF READING, COMPUTATION, REASONING, AND COMMUNICATION SKILLS. THE SOLUTIONS TO FULFILLING THESE NEW NEEDS, HOWEVER, ARE OLD FASHIONED -- A RETURN TO THE BASICS. BUT THIS MEANS MORE THAN READING, WRITING, ARITHMETIC, AND A SPECIAL INTEREST OF MINE, SCIENCE; IT ALSO MEANS HIGHER STANDARDS AND ACCOUNTABILITY. THE ECONOMIC ARGUMENTS FOR EDUCATION ARE COMPELLING, AND FOR THIS REASON ALONE, IT IS IMPERATIVE THAT OUR EDUCATION SYSTEM RISE TO MEET THESE NEEDS. OUR NATION, HOWEVER, SHOULD STAND FOR MORE THAN ECONOMIC SUPREMACY. FOR CRUCIAL TO THE MAINTENANCE OF AN ENLIGHTENED DEMOCRACY IS KNOWLEDGE.

THEREFORE, I BELIEVE THAT ONE OF THE MOST IMPORTANT FUNCTIONS OF OUR EDUCATION SYSTEM IS THE DEVELOPMENT OF COMPLETE CITIZENS. TEST AFTER TEST, AND STUDY AFTER STUDY INDICATE THAT AMERICAN CHILDREN DO NOT KNOW THEIR OWN PAST AND ARE UNAWARE OF HISTORY. THE AMERICAN EXPERIENCE IS UNIQUE TO HUMANKIND AND IS A POWERFUL EXAMPLE OF WHAT CAN BE ACHIEVED THROUGH GOVERNMENT OF THE PEOPLE, BY THE PEOPLE, AND FOR THE PEOPLE. IT IS IMPORTANT THAT STUDENTS UNDERSTAND THE ROOTS OF THAT STORY, AND OF THE SACRIFICE THAT HAS PRECEDED THEM, NOT ONLY TO PRESERVE THIS NOBLE EXPERIMENT, BUT ALSO TO EXTEND IT INTO THE FUTURE.

WE MUST DO EVERYTHING IN OUR POWER TO HELP EACH STUDENT REACH HIS OR HER POTENTIAL. TO REMAIN A GREAT NATION, WE MUST ENSURE THAT NO HUMAN RESOURCE IS LEFT UNTAPPED. IF ONE STUDENT DROPS OUT, IF ONE INDIVIDUAL IS ILLITERATE, IF ONE MINORITY STUDENT IS NOT PROVIDED OPPORTUNITY, OR ONE HANDICAPPED STUDENT IS PREVENTED FROM GAINING INDEPENDENCE -- THEN A LOSS IS SUFFERED NOT ONLY BY THE STUDENT, BUT BY SOCIETY AT LARGE. WE MUST KEEP OUR YOUNG PEOPLE IN SCHOOL, MAKE OUR CITIZENS LITERATE, PROVIDE OPPORTUNITY TO OUR MINORITY STUDENTS, AND FOSTER INDEPENDENCE FOR HANDICAPPED

STUDENTS. AMERICA NEEDS THE FULL PARTICIPATION OF EVERY INDIVIDUAL, AND THE ONLY WAY TO ENSURE THIS IS THROUGH QUALITY EDUCATION.

THE NUMBERS OF ILLITERATES AND DROPOUTS IN AMERICA TODAY IS TRULY APPALLING. ALL ETHNIC GROUPS ARE IMPACTED. RECALL THAT AMONG THE ANGLOS, ABOUT 12 PER CENT WILL DROP OUT, APPROXIMATELY 14 PERCENT OF BLACK STUDENTS WILL NOT FINISH HIGH SCHOOL AND THE DROPOUT RATE FOR HISPANICS IS ESTIMATED TO BE 30 PERCENT. THINK OF THE LOSS TO THIS NATION IN TERMS OF ECONOMICS, BUT THINK ALSO OF THE LOSS OF HUMAN POTENTIAL. AMONG THESE DROPOUTS THERE COULD PERHAPS BE THE MIND THAT WOULD HELP SOLVE THE RIDDLE OF CANCER OR AIDS, THERE COULD BE PEOPLE THAT COULD LEAD US TO WORLD PEACE OR PERSONS WHO HAVE THE WISDOM TO HELP THIS NATION STEM HATRED OR HUNGER.

WE ALL KNOW THAT OUR NATION IS A PRODUCT OF JEFFERSONIAN DEMOCRACY AND THAT IT DEPENDS ON AN INFORMED ELECTORATE FOR ITS FREEDOM. THE PRESS OFTEN QUOTE JEFFERSON ON FREEDOM OF THE PRESS. THIS IS WHAT JEFFERSON SAID:

> "....WERE IT LEFT TO ME TO DECIDE WHETHER WE SHOULD HAVE A GOVERNMENT WITHOUT NEWSPAPERS OR NEWSPAPERS WITHOUT GOVERNMENT, I WOULD NOT HESITATE A MOMENT TO PREFER THE LATTER."

WHAT THE MEDIA SOMETIMES FAIL TO ADD IS WHAT JEFFERSON SAID AFTER THAT. HE SAID:

> "BUT I SHOULD MEAN THAT EVERY MAN SHOULD RECEIVE THOSE PAPERS AND BE CAPABLE OF READING THEM."

WHAT JEFFERSON BELIEVED IN WAS A TRULY LITERATE AMERICA -- AN AMERICA WITH PEOPLE WHO COULD READ, THINK AND ANALYZE DATA AND ISSUES. IN OTHER WORDS, HE BELIEVED IN AN INFORMED ELECTORATE.

THE FEDERAL GOVERNMENT IS PART OF THE SOLUTION, BUT ONLY PART. THE LASTING SOLUTIONS WILL COME NOT FROM THE DEPARTMENT OF EDUCATION, BUT FROM STATES, LOCALITIES, AND MOST IMPORTANTLY, PARENTS. THAT IS AS IT SHOULD BE. THEY ARE CLOSEST TO THE EDUCATIONAL NEEDS OF EACH STUDENT. I BELIEVE THE FEDERAL GOVERNMENT HAS A RESPONSIBILITY TO

PROVIDE RESOURCES FOR THOSE STUDENTS WHO, FOR WHATEVER REASON, ARE MOST VULNERABLE. THE FEDERAL GOVERNMENT MUST PROVIDE LEADERSHIP AND IDEAS. IT MUST BE AN ALLY IN THE EDUCATION REFORM MOVEMENT. BUT, AS PRESIDENT REAGAN SAID IN HIS LAST STATE OF THE UNION ADDRESS, WE MUST "REAFFIRM THAT CONTROL OF OUR SCHOOLS BELONGS TO THE STATES, LOCAL COMMUNITIES, AND MOST OF ALL, TO THE PARENTS AND TEACHERS."

ALTHOUGH MY INTEREST IN EDUCATION IS MANY-FACETED, THE WORLD I KNOW BEST IS HIGHER EDUCATION. I HAVE BEEN INVOLVED IN HIGHER EDUCATION SINCE 1949 WHEN I BECAME A TEACHING ASSISTANT AT TEXAS TECH UNIVERSITY. THERE ARE MANY CRITICAL ISSUES IN HIGHER EDUCATION THAT MUST BE ADDRESSED. AS THE PARENTS OF TEN CHILDREN, MY WIFE PEGGY AND I ARE PARTICULARLY CONCERNED WITH THE PROBLEM OF RISING COSTS FOR A COLLEGE EDUCATION. AS A COLLEGE PRESIDENT, I AM CONCERNED WITH THE ISSUES OF QUALITY -- IN CURRICULUM, PROFESSORS, ADMINISTRATORS, AND ULTIMATELY, STUDENTS.

FINALLY, I BELIEVE THAT THE QUEST FOR EDUCATIONAL EXCELLENCE MUST BE A PARTNERSHIP BETWEEN ALL LEVELS OF GOVERNMENT, BUSINESS, COMMUNITY ORGANIZATIONS, AND,

ESPECIALLY, THE FAMILY. ONE THING I HAVE LEARNED IN MY CAREER IS THE VALUE OF FORGING PARTNERSHIPS AND BUILDING A CONSENSUS AROUND THE IDEAS THAT WORK ON THE ISSUES THAT MATTER.

I OFTEN MAINTAIN THAT THERE ARE TWO PRELIMINARY STEPS THAT MUST BE UNDERTAKEN IF WE ARE TO SOLVE PROBLEMS IN OUR SOCIETY: FIRST, IS AWARENESS OF THE PROBLEM AND SECONDLY, IS CARING. MEANINGFUL CHANGE COMES ABOUT THROUGH CARING. WE MUST CARE FOR EVERY CHILD -- THE EDUCATED AND MOTIVATED ONES, THE DROPOUTS, THE ILLITERATE AND THE HANDICAPPED. I DON'T MEAN JUST CARING BY PROVIDING FUNDING FOR PROGRAMS, BUT CARING FOR THEM AS MEMBERS OF HUMANKIND.

TO THAT END, I LOOK FORWARD TO WORKING WITH YOU, AND THE ENTIRE CONGRESS, TO MAKE OUR MARK ON FEDERAL EDUCATION POLICY. THE CHALLENGES ARE GREAT, AND THE STAKES ARE HIGH. YET, I STRONGLY BELIEVE THAT THERE ARE FEW PROBLEMS THAT CANNOT BE SOLVED BY EDUCATION, AND I AM HOPEFUL THAT TOGETHER WE WILL SEEK EDUCATIONAL EXCELLENCE FOR ALL STUDENTS -- FOR THE GOOD OF OUR CHILDREN AND THE FUTURE OF OUR NATION.

The CHAIRMAN. Thank you very much, Doctor.

I want to take a rather unusual interruption, but I would hope it would be one that you might understand. We are going to see the retirement of a very dear colleague of ours, a member of the Committee who has been the Chairman of the Education Subcommittee, Senator Stafford.

This will be the last hearing that we will have. We will have another mark-up, but this is the last hearing. At our previous executive session we had a unanimous vote of commendation to Senator Stafford for his outstanding service. We do not know the length of time he will be able to stay at this hearing, but I did want to at least take the opportunity now to extend this resolution to Senator Stafford.

It says:

Whereas Senator Stafford has served the federal government with distinction, honor, and dignity for the last 18 years; whereas Senator Stafford has made an extraordinary contribution to the education of young Americans that will ensure future economic growth and social progress; whereas Senator Stafford has been a tireless and effective advocate of equal opportunities for the handicapped, now be it resolved that on the 10th day of August, 1988, the Members of the Committee on Labor and Human Resources commend and congratulate Senator Stafford for a job well done. It will be further resolved that the Members of the Committee on Labor and Human Resources shall miss Senator Stafford's insight and wisdom long after he leaves this Committee.

So we will present this to Senator Stafford.

Senator HATCH. If I could just add to our distinguished Chairman's comments. We have had the firm of Stafford and Pell and Pell and Stafford here for many years. They have really been the two "Mr. Education" people of the Congress.

I just could not express it any better than to say that all of us on this Committee will miss Bob, miss his insightfulness and his good work in education that, I think, has benefitted this country for many years.

We hope that you have had enough influence on some of us that we will continue the work, maybe if not as well, at least as earnestly.

Senator STAFFORD. Well, Mr. Chairman and Orrin, thank you very much for the very kind words, and I truly will treasure this document which will go home with me and be prominently displayed in whatever room in Rutland, Vermont, my wife allows me to have for display of memorabilia. [Laughter.]

I do want to say in seriousness that over the 28 years I have been in the Congress, I have worked in many jurisdictional areas, but as the years rolled by I found that two areas of interest to me became particularly important and more satisfying than any others. One was in the environmental areas, which are not under the jurisdiction of this Committee, but the other was in the areas of education and the handicapped.

In the last years, I have come to realize that probably I have had a greater interest in and derived more satisfaction from the association with this Committee and the staff here in the work of education than anything else that I have been privileged to do during my experience in the United States Congress.

So, Mr. Chairman, giving me this document this morning has particular meaning and I want you to know that membership on

this Committee has been an extraordinarily meaningful experience for me and I will miss it and I will miss the members of the Committee when, on January 3rd, I step aside for somebody else.

Thank you very much.

The CHAIRMAN. Well, we will follow a ten-minute rule. Dr. Cavazos, Im afraid that I must interrupt this nice mood to ask you some questions.

One of the critical questions that is going to be resolved in these next few weeks is what we are going to be spending and investing in education with the next federal budget. That is a decision which is going to be made in these next few weeks.

Now, federal expenditures are not always the answer, but it is a pretty good indication of where priorities are. I have made some statements about the record of this administration in the past years and I want to just point out a couple of facts.

This chart shows budget requests and the previous year's appropriations in the Reagan administration. Please note how often the administration tried to cut spending.

With the exceptions of the 1985 and 1989 budgets, which were submitted in 1984 and 1988, the administration has consistently tried to cut education spending. Notice how big the proposed cuts have been in some years, 17 percent, 33 percent, 15 percent.

That is why many of us find it so hypocritical that this Vice President talks about being an education President when for the last seven years we have seen this administration consistently request less than the Congress has requested over the period of years.

Now, again, the amount of request does not mean everything, but even the administration seems to increase their budget in years divisible by four. Every other year it has been cut, cut, cut when Vice President Bush has been a part of this administration.

As members of this Committee, we never heard him speak up about increases in the education budget. My question to you is whether you are going to be a part of this continuation of reductions or whether you are going to be a fighter to ensure that education is going to get the kind of priority that it should have for the American people.

Again, this is the pattern: proposed some years in education spending in election years and push for cuts in every other year.

It is that kind of activity that has to bring cynicism and skepticism about who is for education and who is not. And at this time, one of our prime concerns is whether you will be a forceful advocate for adequate federal funding.

We understand we have got deficits and all of the rest, but we have had them growing over this period of time and we want to know from you now what your attitude is going to be and what kind of effort you are going to make in terms of fighting for the education programs in order to provide opportunity for young Americans to participate in our society.

Mr. CAVAZOS. Mr. Chairman, members of the Committee, certainly I want to reassure you that I will be a forceful advocate for education. Education for everybody in this country.

Now, of course, as we make decisions about those budgetary issues, I would also urge that we set our priorities. We should determine with the funds that we have available, or within the rea-

sonable part that we have available, those things that we can do to move those priorities ahead.

I think that we need to be assured throughout our budgetary requests and expenditures that the programs are being well managed. We must assure that we are spending the dollars for the purposes that were intended. These are what might be part of the housekeeping side of our request.

However, I can promise this Committee and promise this nation that I will do everything I can to get the best funding possible for our Department of Education. But funding is not the total picture, as far as I am concerned. We need strong advocacy for education, in general, for all of our students. That is another part of that same equation, Senator.

I will do the very, very best I can to call attention to the issues, to some areas where we have some problems, some areas where we have a lot of opportunity. That would be my pledge, sir.

The CHAIRMAN. Well, can you tell us whether it is going to go up or going to go down in terms of the budget——

Mr. CAVAZOS. At this stage, I——

The CHAIRMAN [continuing]. Without getting into the particulars—we know the budget is being drafted at the present time. We are not trying to violate confidentialities, but I would like to know whether it is going to go up or going to go down.

Are we going to have an election year surprise after November and find out we are playing the same, old game again? I think we are entitled to know whether we are going to go up or go down.

You know, Vice President Bush—the would be education President—I would think he should be over there battling right now to increase funding in education programs. He has not done this over the last seven years and I think we are entitled to know whether he is ever going to do it.

Mr. CAVAZOS. At this stage, Senator, I really cannot promise one way or the other what is going to happen to it, other than to do the very, very best I can to get it to go back up.

The CHAIRMAN. The administration will not let you know? We are five weeks, six weeks, seven weeks, eight weeks away from the election and they will not let you know as the nominees know whether you can give us assurance whether those budget figures are going up or going down, when you have a Vice President of the United States running around this country talking about an education President.

Mr. CAVAZOS. I will have a——

The CHAIRMAN. I want to be fair to you, Mr. Cavazos, and it is not—if they will not let you say it—that is their call; it is not yours, and I understand that. All of us understand it, but I think that matter ought to be part of a public record because we have a responsibility both in oversight and priorities in these education programs, and if there is going to be silence on that, I think that says a lot more than a lot of speeches and a lot of visits to a lot of schools.

They have an opportunity today to say where they are going on education, and I understand from your response here that the silence to that question is deafening and it ought to be heard by

every American whenever they hear a speech about where a Bush administration is going to go in education.

This is it; this is the opportunity to inform the people's representatives. You are the nominee for Secretary of Education. If they want to change their commitment, they can do it at any time. They can put press releases out or whatever else they want to do. I imagine we will be getting some.

Let me ask you—and I think perhaps you have commented on it—this administration has said, the Reagan-Bush administration has said, that the federal government does not have a significant role to play in American education. The Congress repeatedly says that it does.

Could you describe just briefly what role you think it does have.

Mr. CAVAZOS. There is no question in my mind that it has a very, very important role in terms of delivering quality education to every citizen. That is the primary responsibility that the Secretary would have. To articulate those needs not only to the administration and the Executive Branch, but also to the Congress. To work with the Congress as well as all branches of government, and at the State and local level to make sure that we are going in the right direction in terms of education.

I think that what we are really getting at here, Senator, is that we need to be out there communicating and trying to understand what are the needs. What can we do about them to arrest some of the problems that we have had in the past in terms of quality education.

The CHAIRMAN. I might come back because our time is running short, but let me get to another very important area, and that is in bilingual education. We had a chance to visit and had a very good talk which I mentioned previously, but I indicated that I would ask you about bilingual education.

In a January '88 interview with Hispanic Magazine, you said that bilingual education is only necessary for the Spanish-speaking child through the third grade and that after that you believe in, quote, "taking the cold plunge into English."

Could you please elaborate on the comment and on your views regarding bilingual education? How, for example, would this affect a Spanish-speaking child that enters education at, say, the fourth, fifth, sixth grade?

Mr. CAVAZOS. Let me start out by stating, first of all, a little bit of my own personal background, if I may, Mr. Chairman. I was born, of course, on a ranch and grew up speaking two languages. I spoke Spanish to my mother all of her life and English to my father. I was fortunate when I started school on that ranch, essentially a one-room school house, that I already knew a little bit about what was going to happen. I could communicate.

So I am very, very sensitive to the issue of what happrens to a young person when they arrive at school and he or she really does not understand what is going on in the language. I recall being frightened as it is the first day of school and then we have all of these other things tied to not understanding the language.

Now, I would also go another step and say right off and immediately for the record that I am very supportive of bilingual education. I think it does a good job. There are many, many techniques

and different approaches. I am not capable of handling those many approaches and techniques.

But it is my hope that a youngster could come into the systems as quickly as possible and become proficient in English. That is ultimately the goal, as far as I am concerned, of being able to communicate.

At the same time, I would say we will not set aside those skills in whatever language it might be. Those languages are the beautiful part of all the different cultures that make this a great nation.

Therefore, what I would propose, and part of my own thinking here—certainly, is about three years of good, solid bilingual education that will move them along. However, once they are beyond that, it has to be on an individual basis and people at the local level have to make those kinds of decisions.

What I hope comes through here is that I have a commitment to bilingual education. I really believe in it. It is effective; it works. For those who enter the stream later on, someone who emigrates, for example, from Mexico and comes into the fourth grade or fifth grade, then that person obviously needs the same kind of attention. They need several years to get up to speed.

The CHAIRMAN. I might come back; my time is up.

Senator Hatch.

Senator HATCH. Thank you, Senator Kennedy. I think there has been a slight change of mood from the earlier euphoria that we had in the Committee's hearing. But that is the way this Committee is. I think there is a lot of difference of opinion about some of the charges made this morning by Senator Kennedy.

For instance, some of us do not believe that simply throwing money at problems and creating more bureaucracy solve the problems. I think it is fair to say that if Vice President Bush is elected President, he probably would spend less than Dukakis. Then, again, he would not have hired the many new employees, State employees, and consultants that ran the unfunded pension up from $6 billion to a $98 billion problem in four years in Massachusetts.

Also, I fear that the Reagan Administration has been damned if it does, damned if it does not. If it meets the Congressional wishes on what to spend, they get accused of not trying to present a balanced budget, or at least a budget that points toward a balanced budget. If the Administration comes in with a lower figure in order to help balance the budget, then they are accused of not being interested in education. So, you see, I think that a lot of the comments this morning are just politics. I do not know why I think that, but I do. [Laughter.]

The CHAIRMAN. Are you talking about the increases every four years or are you talking about the general budget?

Senator HATCH. No, no. I am talking about your comments earlier.

Let me just say this. We have, as a Congress—and I am proud to be a member of the bipartisan Congress which has increased education spending by the Department of Education through these years—we have increased education spending almost 39 percent between fiscal years 1981 and 1988.

This also is the Administration that compiled "A Nation At Risk," the report which focused everybody's attention on the defi-

ciencies in our educational processes. We focused greater attention on educational issues, particularly on the need to promote excellence in education.

The Reagan Administration has led the way, it seems to me, to improve literacy in this country. I head the Task Force on Hispanic Affairs, so I know that we are really making an effort in the area of literacy here in the Congress.

It is also commendable that this Administration has emphasized that all students can learn if high expectations are made of them. I also think that there have been significant improvements in bilingual education under this Administration. Chapter I programs, that we have just reauthorized, benefited from Administration suggestions to increase accountability for educational results. Part of that achievement is the result of good Congressional work, too. It has been a joint team. This administration also has encouraged more business involvement in education. That, too, has been helpful.

Last but not least, I think we in Congress, with the help of some in the Administration, have begun to reform the grant and guaranteed student loan programs so that they work better. They have gone up dramatically in cost, but they do considerable good for many deserving members of this society.

So, Dr. Cavazos, putting partisan politics aside, you have much to work with and much to build upon. Education should not be a football to be kicked around. It ought to be a bipartisan issue. Every one of us ought to be concerned about it. This country's future depends upon it. That is why I am very happy to have you here.

I think your appointment will move education out of the political spectrum. As a result, I hope that all of us will focus on the needs of our young people in this society for education. In fact, we must concentrate on the educational needs of all people, not just the young.

I am very concerned that we work together. I am very concerned that you have the very best help from up here, whether it is Democrat or Republican help, for as long as you are in this position. Of course, if Vice President George Bush is elected President, I would be pleased for you to continue in this position.

I want to express again my admiration for your willingness to undertake this demanding position for what might be a very short period of time. I know from our previous conversations, however, that you believe there are important things that can be accomplished during this limited time.

I was most impressed by those goals and would like to have you share them with everyone on the Committee today. Please elaborate for us a little bit on your plans as Secretary of Education, if you would, Dr. Cavazos.

Mr. CAVAZOS. Thank you very much, Senator Hatch.

Members of the Committee, I have often been asked here in the last few weeks why enter into this in the closing days of the current administration. There are only a few months left. What can be achieved and what are your goals during that period of time?

Obviously, there are a lot of things that need to be done and there is not enough time. I think perhaps, Senator, the major thrust as far as I am concerned could be in a variety of areas. How-

ever, all of those areas focus on raising the awareness of this country to the critical need of the education of every one of its citizens, minority, majority, handicapped, whomever. We must focus on that issue.

I think we spend a lot of time talking about making America competitive and where it is going and the competition that we are facing in this information age. But let us look beyond that. Let us think about the individual, as I have mentioned to you before, and what can we do for that person to assure that that is the best.

In the short amount of time, should I be confirmed and sworn in, that I have left, I would like to call attention to this nation. Very frankly, we have a serious problem. We have a very serious problem and if we do not address that problem, if we let citizens not reach their fullest potential, we are in trouble. We are in trouble as a society.

I would like to spend quite a bit of time talking and raising awareness. Issues are solved if you raise awareness to them. As a nation we would discover here is a problem; this is a place where we must focus.

My second message, Senator, back to the same statement, let us start caring; let us start caring. If we really care and we want to make meaningful change, we have got to address the issues. We have got to come together, all of us, the Department of Education, the Executive, and the Congress. Every citizen in America has to come together to focus on that issue, and then from there we can start building on to that part and laying out those priorities.

Senator, I know that this will not turn around in a decade. It is going to take a long time, but we cannot wait any longer. We have waited too long. We now have some serious problems that we must address.

So I would like to start in that direction. Let us raise awareness, let us care, and let us work together totally.

Senator HATCH. Well, I certainly agree with you. You know, we have had two good Secretaries of Education in this administration. Ted Bell was from my own home State of Utah. He did I think, a terrific job while he was here. I think most members of this Committee feel the same way. He argued for more funding in education and actually helped us to get more funding, in spite of what OMB and others were trying to do as they attempted to reduce our deficit—which was a legitimate concern.

Bill Bennett has been very provocative. He has irritated members of this Committee from time to time. That has been one of the best things he has done, in my opinion. He has irritated a lot of people, but he has been provocative. He has caused people to think more about these issues, I believe, than almost any Secretary of Education, with the possible exception of Ted Bell and the conclusions of "A Nation At Risk."

He has gotten out there and fought for education in his own way. He has been a very effective man in many ways; but, has been somewhat confrontational. That has its place, in my opinion. It is nice to have an Administration that just does not roll over and play dead to the Congress every time it turns around.

On the other hand, it seems to me Dr. Cavazos, that you are the type of person, by shown by your statements here and in my office,

who can come in here and heal any wounds that may exist. You bring that consensus and that bipartisan approach to education that all of us really should have, and I hope that you will be able to heal our wounds.

Let me ask you one other question. Is it true that this is not the first time that you have been asked by President Reagan to become the Secretary of Education?

Mr. CAVAZOS. Immediately after the first election, the Presidential change at that time, I was approached by the transition team by telephone, I believe, on three occasions they asked me if I would be a candidate for consideration for this prestigious post.

I had recently arrived at Texas Tech as president of the university after my 16 years in Boston at Tufts University School of Medicine. I had made a personal commitment that we would try to serve Texas Tech in the capacity of president.

It was not an easy thing to just say, well, no, thank you. I just felt it was not appropriate for me at that time. So, finally, on the third occasion I dissuaded them and that was it.

Senator HATCH. Tthank you. I think that is an important point. I think you are an excellent nominee. We are happy to have you accept this opportunity at last. I look forward to working in a bipartisan way to help you in every way possible.

I think you will find that almost every member of this Committee will try to do that. This is a good Committee. These people here work very hard on education matters, and generally our education bills are bills that are consensus bills. By the time we bring them to the floor, they are overwhelmingly voted through. I hope that the Committee continues to operate in that way.

Having met you and listened to you, I believe you will aid that process in a very great and noble manner. So I am proud to tell you that I intend to support you fully and I look forward to your tenure down at the Education Department. You can count on any help that my office can give to you.

Mr. CAVAZOS. Thank you, Senator.

Senator HATCH. Thank you so much, Mr. Chairman.

The CHAIRMAN. Thank you very much.

Senator Mikulski.

Senator MIKULSKI. Thank you, Mr. Chairman.

Doctor, we know that you are the first Hispanic American to be nominated to a Cabinet post, and I think that is extraordinary and I think we should congratulate President Reagan on doing that.

I am sure you feel, as so many of us who have been the first in our own rights, that when we are the first, we hope that though we might be the first, but we are not the only ever appointed.

I find in being the first Democratic woman elected in her own right, the first woman this, the first woman that, that very often people look to us and want to almost stereotype us and ghettoize us, and I am sure you have faced that as I have faced it.

We are then called with almost a dual task; one, to speak for a mainstream agenda, but then we are often looked at as having particular constituency representation. And I am sure you have struggled with that with all of your—and I see you nodding your head, and that is really what we are going to be looking for you as our

Secretary of Education, to speak for the mainstream of American education, but to pay particular attention to special needs children.

In your remarks, I gather that is where you are heading when you talk about raising awareness, both in the conversation we had and now in your public testimony. Having said that, could you then say how you—when you talk about raising awareness, how you will then speak to raising the awareness of the at-risk child as they must enter mainstream society, because that is our challenge?

Since the federal role is so specific and often limited, how do you intend to raise awareness, but then offer sensible solutions to the concrete difficulties local programs are facing? Could you talk about that for a second?

Mr. CAVAZOS. Glad to, Senator; thank you very much.

First of all, coming back to the issue of caring and the at-risk student. As you are aware, I have spent a lot of time thinking about the very issues of drop-outs and what happens to them, and the at-risk student.

One thing that we have found time and time again when we talk to those students that have had the potential of dropping out—and they can be identified early on, but they do not drop out. The question is why did they not drop out.

This may sound perhaps trite, but they have said somebody cared about me, a teacher, a parent, a friend; somebody cared. Therefore, I put a lot of stock in caring about people. I think that that is part of the message—we have got to care for everyone, regardless.

The way that I would hope this would happen is I do want to work very, very much with the Congress, sharing these ideas, having your input. I also like to think that I am a person that listens. I put a lot of stock in listening to people, to their ideas. I do not always agree; many times, I do agree. We try to come to closure and say this is the direction or the thrust for this, so I listen.

The other thing that I would very much like to do, specifically to your question, is to move about through this nation. First of all, having clearly understood within our own thinking here, Washington, about agendas, what is the mainstream of education. Where should education go. I really believe that the next step is to get that to the people. It is really the people that make the decisions about education at the local level and how things are going to impact them.

I would hope that we would be communicating very frankly with the professional educational societies in America. That is a place to start. Bring the professional educational societies together, hear their ideas, and see where can we go.

I hope that we could find and identify those appropriate groups, parents, State leaders, and others at the local level, saying this is an agenda for America. We must face that agenda; it is too critical. That would be the approach I would try to take. To articulate that agenda.

At the same time, there are many, many tough issues within the Department itself. There is work that needs to be done. I have a capacity, and I think I have a certain amount of skill, to handle the administrative side of that Department.

I also have, and I emphasize this again, a capacity to work with people, to listen, to exchange ideas, and to move ahead.

Senator MIKULSKI. Well, Doctor, one of the things we know at the local level is we do need to involve the business community. One, they know the needs of the future. Second, they have the resources, whether it is Adopt-A-School, and so on.

There have been innovative efforts in communities, like the Boston Compact. In my own city, there is the Maryland Challenge, the business community teamed up with a community group and the school system so that if kids perform, they are guaranteed jobs if they have perfect attendance and a passing grade.

Do you see yourself being involved in this as you move around this country to stimulate these kinds of partnerships, or do you have any thoughts or ideas on them?

Mr. CAVAZOS. I certainly do. I think that, first of all, recalling the word "administrator," it really means to minister to. I see that as my job to help those people and those programs to come together and to call attention to perhaps some ideas where the business community might come together locally with the schools. Therefore, I do see that as an important part of what we are doing.

I think, in general, Senator, what we are talking about here is communication, open communication between different groups and people. All have the same idea. They may have different ideas of how to get to that point, and somehow I would like to see the Department of Education become the focal point on that. The decisions, the details, those kinds of things must come from the local level.

Senator MIKULSKI. Mr. Chairman, I do not have any other questions at this time.

The CHAIRMAN. Thank you.

Let me, if I could, come back to the last area that I was asking you about, and that is the bilingual education program. In September of 1985 in a nationally reported New York City speech Secretary Bennett branded the Bilingual Education Act a "failure", declaring that "after 17 years of federal involvement and after $1.7 billion of federal funding, we have no evidence that children whom we sought to help, the children who deserve our help, have benefitted."

Do you agree with Secretary Bennett that the federal bilingual education program is a failure?

Mr. CAVAZOS. I really believe that if one evaluates those programs, there has been a tremendous amount of success, frankly, overall in bilingual education, but it has been across a long period of time.

It went through a very difficult stage, and part of the problem, Senator, is that oftentimes—this, again, from personal experience—we lost sight of what we are trying to do. We lose sight of the fact that we are trying to educate a young person six years old, seven years old, and how we are going to bring them into the mainstream of society, to make them proficient as soon as possible, to work with their parents to make sure that they are communicating.

Oftentimes, those parents do not speak English. Obviously, we need to communicate with them so that they can also address the

issues, and communicate with them in their language so that they understand.

But sometimes, like many of these other things, they are misunderstood and they are thought of and perhaps some people might call them other terms. I do not know; perhaps it is political, maybe it is other kinds of things.

But if we can keep focused constantly that we are dealing with a young child, with a young person that we must help, I do not see politics in that. I do not see anything other than trying to help an individual. I think that the responsibility falls back, therefore, into fine, fine bilingual educational programs that will help people move into that mainstream as soon as possible, retaining the best parts of their own culture and their own language.

The CHAIRMAN. Okay. I noticed that you were the Chairman of the Lubbock Public Schools Drop-Out Task Force.

Mr. CAVAZOS. Yes, sir.

The CHAIRMAN. One of the recommendations for drop-out prevention was a more comprehensive bilingual education program at the primary and secondary levels as well.

Let me move to another area. Between 1980 and 1988, the cost of attendance at Texas Tech increased by 113 percent, which is slightly faster than the average for public universities.

Secretary Bennett has repeatedly said the availability of federal student aid allows colleges to increase tuition excessively. Did the federal student education programs encourage you to raise tuition excessively at Texas Tech?

Mr. CAVAZOS. No, sir. The State legislature sets our tuition and, very frankly, when I first arrived in 1980, I believe Texas was either the lowest or two or three from the bottom in terms of tuition cost per student. We are talking about 50 or $100 or somewhere in that part. That does not include fees and other expenses.

The State legislature had not changed those numbers in almost 20 years or more. The cost had not gone up. You recognize, we had a very, very difficult time in the State of Texas in 1985 in terms of the fiscal issues. At that time the legislature markedly increased, in fact, doubled, the tuition. It went from, I think it was $4 a semester credit hour to about $12 a semester credit hour for a student.

In the same vein, the financial aid programs that have come from Washington have been vital to us. It did not affect or make our decision because in Texas the cost is set by the legislature.

The CHAIRMAN. It was really more, I gather, as a result of the economic conditions in the State in the past history.

Mr. CAVAZOS. Yes, sir.

The CHAIRMAN. Also, Secretary Bennett had told the Committee at a hearing last December that "20, 30, perhaps 40 percent" of the proprietary schools are "ripping off" their students. I can remember that hearing. I asked him to give us the information or the justification for that and we have never really received it, just never received it.

Do you have any sense about how many schools are really ripping off the students?

Mr. CAVAZOS. No, sir, I really do not.

The CHAIRMAN. Well, I think that is certainly something we do not want to have happening.

Mr. CAVAZOS. No.

The CHAIRMAN. It may or may not happen, but if we are going to be making those kinds of accusations about some schools, I think it ought to be backed up with——

Mr. CAVAZOS. Let me add to that, Senator, that should I be confirmed and sworn in that I am deeply concerned with what is happening in terms of the cost of higher education. It is one area where I intend to apply a lot of effort in making sure that that stays within a manageable, reasonable level.

The CHAIRMAN. Well, there have been a number of proposals which have been put forward.

Mr. CAVAZOS. Yes.

The CHAIRMAN. We would certainly welcome your suggestions. One I had favored was using savings bonds, the interest on savings bonds, which are an investment, really, in the country. Very simple. It is transferable; if the people move from one State to another, permit them to use the interest on the savings bonds for higher education.

The fact is that most of the people that buy the savings bonds are working, middle-income, and low-income people, which are the ones that are going to really need it. And it has the advantage, I think, of not setting up additional government agencies or bureaucracies.

Now, the President has basically indicated positive support. We are up to about 50 members now in the Senate on that program. I would be very hopeful. We costed out the first three years on it and it is non-costly, non-budget, no increase in terms of the budget.

Hopefully, you will get more people that will be investing, and over a longer period of time, since they will be investing in the bonds, which are at a lower rate of interest, then they have to go out and borrow on the T rates. You will actually be saving money at the federal level. But we can talk about those matters later on.

Mr. CAVAZOS. Yes, sir.

The CHAIRMAN. Can you tell us your own attitude about the Department of Education? We have had Cabinet members—I keep talking about Mr. Meese, but he did call it a "bureaucratic joke," the Department of Education, and we have had efforts to eliminate it.

I would be interested in what your own kind of commitment is to the Department and how you view it.

Mr. CAVAZOS. Well, recognizing, of course, the public forum that I am in, I frankly consider the Department of Education the most important, most serious effort that we can do. It is vital that we have a strong Department of Education that speaks up for every citizen in the area of education.

I will go back to my theme, sir, that there is hardly a problem in America today that could not be solved if people were educated. We have gone to the moon, to the depths of the sea. We have whipped polio, we have knocked out smallpox, all of that because of education.

We hopefully have addressed, as I have pointed out to you, some areas of hunger and hatred because people are getting educated

and learning about these kinds of things. My pledge to you, Senator, and to this whole Committee and to this nation and to the administration is that I will work very, very hard for the strongest Department of Education I can find. One that is well managed from the managerial side, one that cares, one that looks for every dollar and makes sure that it is spent appropriately, as the Congress has delegated it, and make sure that we are doing the good programs in a department that communicates.

The CHAIRMAN. Well, that is a very positive response. I do not know whether I should keep asking questions, giving the kinds of responses that we are getting here. Let me just get into the student loan area. We talked a little bit about that as well the other day.

Mr. CAVAZOS. Yes, sir.

The CHAIRMAN. According to the Department of Education, the student loan default rate at Texas Tech is 8.4 percent, which is slightly above the national average for public universities. Again, Secretary Bennett said he would throw schools with high default rates out of the loan program, and he has announced but has not yet published regulations to do this.

Can you tell us about Texas Tech, but then, secondly, would you tell us if you have formed any impression about whether you are going to publish those regulations or not?

Mr. CAVAZOS. All right, sir.

The CHAIRMAN. As you are aware, we have passed default legislation out of our Committee; it has been bipartisan. The House has similar legislation to deal with student defaults. I am very hopeful that we will get that passed into law now, so we have been moving on it. I think the bill that came out of our Committee was acceptable to the administration.

But, specifically, can you tell us what has happened at Texas Tech, why that has happened down there, and what you will be able to tell us about issuing those regulations?

Mr. CAVAZOS. Well, of course, our default rate of eight percent is one that we have to address. However, I will immediately point out that about six weeks ago at the quarterly board meeting—and this is in Austin and this is a State board that has responsibilities for universities, and the word started getting out about default rates. What was starting to happen and that caused every university president a little bit of anguish and to run back to the campus and try to understand what is going on. So it is one thing that certainly got our attention.

The other part that we would advocate in terms of student loans is we oftentimes focus on the responsibility of the student to repay those loans, and there is no question about it, there is that responsibility and we must be vigorous in that pursuit. Where it is possible and they can repay them, then we will get that done, and that is a fiscal responsibility we have to this nation.

The other side is that the universities really have a role in counseling students. They have got to let them know what they are getting into. They have got to help them form packages, pull it together, and recognize that down the road you may or may not have to pay these things, or if it is a grant, it does not need to be repaid.

Many of the minority students, particularly, that go into these programs have never borrowed a cent in their life, have no credit

at all, and so they really do not comprehend that. I think within the universities, we need to do a better job in making sure that the students understand what they are getting themselves into.

We now are working vigorously to try to pull that eight-percent number down even further than what we have. I think all of us need to do that. If we do not collect that, we cannot move the money back out again to help somebody else. I am committed to doing that, Senator.

The CHAIRMAN. We do have the proposed regulations. I do not know what you can tell us about that. I do not want to——

Mr. CAVAZOS. I am afraid I have not studied those yet, sir, but I will be glad to discuss them with you as soon as possible.

The CHAIRMAN. I would hope you would. I think many of us have serious reservations, and I think the fact that we have taken action here in the committees to try and deal with the problem is something—and I would also, you know, take a look—there has been a significant cutback in personnel in the Department that is supposed to oversee those student defaults under Mr. Bennett.

Mr. CAVAZOS. All right.

The CHAIRMAN. So I think it is obviously a multi-faceted problem.

Mr. CAVAZOS. Yes, sir.

The CHAIRMAN. It must be addressed, but I think that the way it was approached, basically, out of the Committee makes the most sense.

Let me just finally ask you, in 1983 you testified before the House Committee on Post-Secondary Education. Senator Simon, who was then the chairman of the committee, asked if changing the Pell Grant into an entitlement would be a good idea. You said, "I think it would."

The House of Representatives is currently considering a bill that would make the Pell Grant an entitlement. What is your position on that?

Mr. CAVAZOS. Let me go back to 1983 for a moment, if I may, and my statement that I really believed that the Pell Grant should be an entitlement. I was asked to testify about minority education, particularly the support of that minority education.

Certainly, as a university president, I have been deeply concerned about attracting more and more minorities to our university, with that commitment that we were certainly hoping that we could find a lot of funding, and entitlement certainly would be one of those.

So, Senator, what I was bringing to that viewpoint was the tunnel vision of a university president worrying about how are we going to keep these kids in school.

The CHAIRMAN. That is not at all a bad view.

Mr. CAVAZOS. No, sir. However, in 1985 this Congress enacted the Gramm-Rudman-Hollings bill, with fiscal constraints, and some issues were identified that needed to come forth relative to the fiscal condition of our nation, and——

The CHAIRMAN. If you are going to change your mind, I will withdraw the question. [Laughter.]

Mr. CAVAZOS. I probably should stop right there, but may I make one other point, please, sir?

The CHAIRMAN. Yes, please.

Mr. CAVAZOS. My point would be that entitlements certainly are difficult, difficult things. In today's world, I think, it is not, in 1989, the way we should go. However, we must do everything we can to get more funding into the Pell Grants, and I promise you if I am confirmed that I will work hard to get the amount of money up there as best I can. That is a high priority of mine.

The CHAIRMAN. Okay. I think that is enormously important and, again, very reassuring. I will have others that I will submit to you, Mr. Cavazos.

Mr. CAVAZOS. Yes, sir.

[The questions submitted by the committee membership and responses to them by Mr. Cavazos follow:]

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE ASSISTANT SECRETARY FOR LEGISLATION

September 13, 1988

Honorable Edward M. Kennedy
Chairman
Committee on Labor and Human Resources
United States Senate
Washington, D.C. 20510

Dear Mr. Chairman:

I am submitting for the record Dr. Cavazos' responses to questions posed by Members of the Committee following his confirmation hearing on Friday, September 9, 1988. We certainly hope you will find these responses to be adequate and that we may work with you toward an expeditious confirmation.

If I may be of assistance in any way, I hope you will let me know.

Sincerely,

Frances M. Norris
Assistant Secretary

Enclosures

400 MARYLAND AVE., S.W., WASHINGTON, D.C. 20202-3100

Question #1 From Senator Kennedy

Question: The number of employees at the Department of Education has fallen from roughly 7000 to 4500, a 35 percent decline. Does the Administration have further plans to reduce staff at the Department of Education?

Answer: At this time there are no plans to reduce the total number of staff at the Department of Education. If confirmed as Secretary I will do my utmost to work with personnel now at the Department to ensure that existing programs are being well-served.

However, I would like to point out that in many areas we have been given additional programmatic responsibilities but not funds to pay for staff necessary to properly manage the programs. I would be happy to talk with you about our requests for S&E at your convenience.

Question #2 From Senator Kennedy

Question: The cost of federal student loan defaults has soared from $230 million in 1980 to $1.6 billion this year. During this period the number of staff who monitor this program at Ed has been cut from 91 to 78. Do you believe that it is advisable to cut the number of inspectors as loan default costs are soaring?

Answer: I believe that it is very important to have adequate oversight of student loan programs, and we are increasing our monitoring efforts, within our administrative budget. However, it is my understanding that, in spite of the Department's request for increases in the administrative budget, the Congress has consistently made reductions. This has occurred at the same time that additional responsibilities have been placed on personnel, due to the creation of new programs, increased numbers of institutions participating in the federal aid programs, and increased program complexity.

If confirmed, I will do everything possible to work with Congress to ensure that we have adequate funding for this important activity.

Senator Kennedy Question #3

Question: According to the Department of Education, the student loan default rate at Texas Tech is 8.4%, which is slightly above the national average for public universities. Secretary Bennett has said we should throw schools with high default rates out of the loan program. He has announced but not yet published regulations to do this. Do you intend to go forward with this plan and publish regulations?

Answer: I have not yet had the opportunity to see these unpublished regulations and obviously would like to do so before I make a decision.

Question #4 From Senator Kennedy

Question: Secretary Bennett has advocated turning the Chapter 1 program into a voucher program. Do you believe the Chapter 1 program is successful in its current form? Do you think we should turn it into a voucher program?

Answer: The Chapter 1 program has helped many disadvantaged children throughout the Nation catch up with their peers and learn the basic skills that are so necessary as building blocks for the future. However, there is no program that cannot be improved and I hope we can all strive to make this an even more valuable, stronger program.

I understand that the Administration has in past years recommended giving Chapter 1 parents vouchers for the education of their children. However, as you are aware, during the recent reauthorization of Chapter 1 no such proposal was forwarded to Congress and I have no plans to do so.

Question #5 From Senator Kennedy

Question: One area I know is of particular concern to you is dropout prevention. Study after study show the high school dropout rate among Hispanics to be well in excess of that of other groups. Congress has agreed to fund a new dropout prevention program this year at $22 million. Are there other things the federal government should be doing to help combat this problem?

In 1986-87 you were chairman of the Lubbock public schools dropout task force. One of the recommendations for dropout prevention was a more comprehensive bilingual education program . Do you believe bilingual education has a role to play in dropout prevention?

Answer: As I have noted in other responses, the dropout rate for Hispanic students does exceed that of other student populations, and this fact deeply disturbs me. I applaud Congress' new authorization and appropriations for dropout prevention grants as an important first step toward resolving this dilemma.

Many approaches toward dropout prevention must be tried because the needs for dropout prevention in each state and locality will require a very individualized approach. The data and findings obtained from these demonstration projects will provide an invaluable source of information about what works in dropout prevention.

Another major role the Federal government can play in turning the tide on the dropout problem is in assembling and disseminating accurate, reliable data on the real scope and causes for of this national tragedy.

I also believe that coordinated bilingual education programs can be especially helpful in lowering the high dropout rate, particularly in states like Texas and California, where the huge influx of non-English speaking immigrants is creating an enormous educational burden. Getting young students to the point where they operate within the basic framework of English is a minimum prerequisite for their future academic achievement and the successful completion of an elementary and secondary education.

Question #6 From Senatcr Kennedy

Question: The Reagan Administration has repeatedly tried to eliminate or slash federal funding for Vocational Education programs. Do you believe that federal Vocational Education funding should be reduced?

Answer: No, I don't think funding needs to be reduced but, as in all programs, there is always room for improvement.

In general, I would encourage greater flexibility for the states, strengthening local partnerships between JTPA and Vocational Education and greater accountability at the state and local levels.

I believe vocational education is a promising program that has the potential to train students for good jobs, resulting in a more literate and productive workforce. These students might otherwise drop out of school.

The future looks bright for vocational education but it must be improved constantly to keep pace with the changing workplace.

Question #7 From Senator Kennedy

Question: The Reagan Administration has repeatedly tried to eliminate funding for the Supplemental Grant program and the Perkins Loan program. Do you believe that federal funding for these programs should be reduced?

Answer: The Administration's fiscal year 1989 budget request for Supplemental Educational Opportunity Grants (SEOG) is $416.6 million, slightly more than was appropriated in fiscal year 1988 and virtually the same as contained in the Senate appropriation bill for fiscal year 1989. I believe that funding for this program should be sustained.

The Department is not proposing new federal capital contributions in fiscal year 1989 for the Perkins Loan program, instead preferring that any new federal direct student loan capital be provided to the new much more cost effective Income Contingent Loan Program.

As Secretary of Education, I will look carefully at both of these program before making a decision about funding levels.

Question #8 From Senator Kennedy

Question: Federal statutes provide that each college and university must inform their students about the availability of drug centers and services. How does Texas Tech University comply with this provision? Is the federal government providing your university and others with satisfactory funding for effective drug education programs?

Answer: Let me state at the outset that Texas Tech University has a stated policy of allowing no drugs on campus. So, to begin with, there is emphasis on drug-free environment at Tech which is stated right in our student handbook.

In addition to this policy, however, we address the serious problem of drug abuse in a variety of other ways. Our substance abuse program, located in the Dean of Students' Office, is a coordinate body which has representatives from all sectors of the campus. Our outreach efforts include the purchase of advertising space in the University daily to draw attention to our programs and services and public service announcements on the campus radio station. In addition, each residence hall has its own program with an individual identified to assist its students. We have a counseling center and referral service through the Student Health Center. We emphasize National Drug Awareness Week and work with community leaders to provide support necessary.

We have recently received a grant from the Department of Education in the amount of $71,000 (FIPSE) for drug prevention and education and will have a full-time individual managing this program. Finally, the Southwest Institute for Addictive Diseases is located in our psychiatric department and is an additional source from which we frequently draw assistance.

As you know, the Department of Education provides funds through several programs including grants to colleges and universities to implement drug prevention on campus. Last year, the Department awarded $7.7 million to 41 higher education institutions across the nation to develop campus-wide drug abuse strategies, including 7 in Texas.

Question #9 From Senator Kennedy

Question: During the past several years President Reagan has proposed elimination or substantial reduction of Federal funds for library services, including those in colleges and universities. Do you agree that these cuts should have been made? What are the reasons for your response?

Answer: I am aware that the Department had to set priorities for funding for education programs. In the area of libraries, the Department set its priorities based on remaining areas of national interest and need. Particular emphasis was placed on fostering greater library usage by economically disadvantaged and handicapped persons. I believe this is an important priority.

Question #10 From Senator Kennedy

Question: Has Texas Tech University had any federal audit exceptions during the period of your service as President? If so, how were they resolved?

Answer: During the period I served as President, Texas Tech had no monetary audit findings. There were some procedural findings but the school established the necessary procedures to correct the findings in a satisfactory manner.

As I have indicated to the Committee, in the event any new audit exceptions against Texas Tech arise while I am at the Department, I would disqualify myself from participating in any such matters.

Kennedy Question #11

Question: Has Texas Tech University been found to be out of compliance with any civil rights provisions or any Federal or State laws during your period of service as President? If so, how were these issues resolved?

Answer: From 1981 to the present the Department of Education Office for Civil Rights (OCR) investigated ten civil rights complaints filed against Texas Tech. In four of these, OCR found violations. These violations had been corrected or were corrected with a compliance plan. As of September 1, 1988 there is one OCR open case pending against Texas Tech. I am unaware of any complaints of violation of state civil rights laws.

Question #12 From Senator Kennedy

Question: Texas Tech University has a Bilingual Education Program designed to prepare students to teach in public schools that use both Spanish and English formats.

a. What role have you played in the development and implementation of the Bilingual Education Program at Texas Tech?

b. According to an article that appeared in the Texas Tech University Daily in September 1983, funding cuts made by the Reagan Administration "severely affected" the Bilingual Education Program at Texas Tech? Could you please elaborate on this?

Answer: a. I am strongly supportive of quality bilingual education training. I have signed off on a proposal to seek additional funds for this purpose and have spoken to Hispanic groups throughout the Southwest about this need. At Texas Tech University, we have been involved in producing large numbers of bilingual education and ESL teachers each year--approximately 40 over the past six to seven years.

b. First, the time period you mentioned was five years ago. Actually there had been a reduction in bilingual language funding nationally which slowed the growth of our program. However, we were able to continue the program at Texas Tech at level funding.

Question #13 From Senator Kennedy

13.

QUESTION:

Throughout his tenure Secretary Bennett has sought to change civil rights enforcement guidelines and activities regarding language-minority children. How open and committed are you towards providing bilingual services to language-minority children and adults.

ANSWER:

I am strongly committed to providing bilingual services to language-minority children and adults. I do not address this issue only from some abstract, theoretical frame of reference. I have witnessed first-hand the unfortunate waste of human potential that can occur if an American is not provided with all the keys needed to open the doors of opportunity. One of these keys is a command of the English language. Another is a sound education. Bilingual education, if done well, can provide a child with a complete education while at the same time teaching him America's most common language. This approach can help ensure that there will be no limits to his educational, and later, economic progress.

Question #14 From Senator Kennedy

QUESTION:

In May 1986, Secretary of Education Bennett said: "What we have seen in recent years is the rise of a significant body of opinion on the campus which more or less openly rejects the democratic ethic." Was this true at Texas Tech? Do you believe this is true at most higher education institutions?

ANSWER:

No, I don't believe this was true at Texas Tech.

Universities have historically been the haven for open discourse in not only this nation, but also in much of the world. Open discourse of all ideas, both good and bad, is a requisite for a successful, enlightened democracy. Unfortunately, there have been instances in recent years in which some of our institutions of higher learning have not lived up to the high standard to which they aspire. When American leaders such as U.N. Ambassador Jeane Kirkpatrick and former Secretary of Defense Casper Weinberger are unable to speak to schools with long histories of political tolerance, such as Smith and Columbia, it becomes evident there is a problem. I believe it is limited, but worth our attention.

Question #15 from Senator Kennedy

QUESTION:

Former OMB Director David Stockman said that colleges "are not worried about the student, they're not worried about equity in America; they're worried about financing their budgets." Was this true of you as president of Texas Tech? Do you think this is true of most college presidents today.?

ANSWER:

David Stockman was only a third right in his statement. Colleges are worried about financing their budgets, which well they should be. Speaking from experience, however, I can unequivocally say that American colleges are also very worried about the student and equity in America. Our overriding goal at Texas Tech was to provide the students with an excellent education.

I think what Mr. Stockman was driving at is that there is a serious problem concerning the ever upward spiraling cost of college tuition. I plan to continue Administration efforts to solve this problem and will strive to make college once again affordable to all Americans.

Question #16 From Senator Kennedy

Question: Title VI of the Omnibus Trade and Competitiveness Act of 1988 establishes a new program for the Transfer of Education and Training Software (Subtitle B, Chapter 1) within the Office of Educational Research and Improvement in the U.S. Department of Education. The purpose of the program is to facilitate the transfer of education and training software from Federal agencies to the public and private sector and to state and local governments, including educational agencies and institutions. What steps will you take to assure that this new office within OERI is established and a Director appointed quickly? How would you seek to highlight the Office of Training Technology Transfer so that it is readily accessible to potential users? How would you encourage participation among educational agencies and institutions? How will you work to coordinate the various interests of these programs with the new office?

Answer: I have not yet had the opportunity to fully discuss with Department officials the implementation of this provision of the trade bill. I am told, however, that specific funds for the Transfer of Education and Training Software were not provided in the FY 1989 appropriations bill.

Once confirmed, I will meet with appropriate officials in the Office of Educational Research and Improvement, as well as our budget office, to determine how -- within existing resources -- we can best implement this portion of the trade bill.

I believe that technology is vital to the future of education and that technology transfer should be encouraged. I will do everything possible to work with other agencies to determine what federal software is available and how it can best be utilized.

Question #17

~~Additional Question~~ From Senator Kennedy

Question: In response to a question asked by Senator Kennedy, you said that funding for the vocational education program should not be reduced. However, in response to a question about the Supplemental Grant program, you simply said that "funding for this program should be sustained."

The Supplemental Grant Program is of vital importance to the nation's private colleges and universities. We are strongly committed to this program and believe that efforts to eliminate it, as the Administration has proposed to do in six of the last seven years, are short-sighted and ill-advised.

Do you believe that funding for the Supplemental Grant program should be "sustained" at or above its current level or do you think the program should be "sustained" at a lower funding level?

Answer: Both of these programs -- Vocational Education and the Supplemental Grant Program -- are important. I agree that financial assistance to needy college students must be a high priority, and certainly the SEOG is an important part of a comprehensive financial aid package.

Any future decisions about the level of funding for this or any other education program would, of course, nave to be taken in the context of the overall budget.

However, with regard to both Vocational Education and SEOG, I think funding should be sustained.

Question #1 From Senator Metzenbaum

Question: In general, what is your view of the federal role in education? What would be your top priorities as Secretary of Education during the next few months?

Answer: Certainly, there is an important federal role in education, but, as you know, education has traditionally and rightfully been the primary responsibility of our state and local governments. This is as it should be. They are closest to the students and can provide solutions to problems which will, of course, vary from one community to the next. The federal government must provide leadership and ideas. I strongly support federal involvement in developing new and innovative approaches to learning that can be replicated at many different levels. Magnet schools are a good example of this kind of federal leadership.

I hope to provide leadership that will encourage creative solutions to problems such as illiteracy and dropouts, particular priorities of mine. I also will focus my effort on ensuring a quality education for all persons. I also intend to work closely with those programs that address the educational needs of the handicapped.

Question #2 from Senator Metzenbaum

Question: This Administration has regularly proposed deep cuts in funding for important education programs, including those designed to help in the disadvantaged, such as Chapter 1 and grants for needy college students. As Secretary of Education, would you be a vigorous advocate of education within the Administration? Would you fight for funding for important programs like student aid?

Answer: I believe that the federal government must assist in the education of those students most in need -- whether they are economically disadvantaged, educationally disadvantaged, or handicapped. This includes support for programs such as Chapter 1, Education for the Handicapped, and postsecondary assistance for financially needy students.

As a member of the President's Cabinet, I expect to play an active role in education and I will advocate the highest level of funding feasible under the current budgetary restraints.

I also believe, however, that it is very important to encourage families to save for education, and I support the enactment of legislation to provide for College Savings Bonds. I understand that legislation to do this has been proposed by the Administration, as well as Members of this Committee. I think that it is a good idea whose time has come.

Question #3 From Senator Metzenbaum

Question: The Chapter 1 program of Compensatory Education for the Disadvantaged students has proven effective in raising the achievement of participating students. Yet today this vital program serves only about 50 percent of eligible children. What is your opinion of Chapter 1? Would you support increased funding for this program?

Answer: The Chapter 1 program has helped many disadvantaged children throughout the Nation catch up with their peers and learn the basic skills that are so necessary as building blocks for the future. However, there is no program that cannot be improved and I hope we can all strive to make this a more valuable, stronger program.

Over the past several years this Administration has recommended increases for the Chapter 1 program and I support those decisions. I believe that federal dollars can be very effectively used for these remedial programs. I will work to develop ways to make the federal investment more effective in combating illiteracy and the serious dropout problems that plague the disadvantaged in our country.

Question #4 From Senator Metzenbaum

Question: With tuition costs rising faster than inflation, many middle and lower income families are finding it increasingly difficult to meet the costs of a college education. What are your recommendations for addressing this problem?

Answer: Much of what must be done to slow down college costs rests on the shoulders of college administrators. However, I think it is very important to encourage families to save for education. I support enactment of legislation to provide for College Savings Bonds as proposed by the Administration as well as by Members of Congress. In addition, I would like to see an expansion of the pilot Income Contingent Loan Program that provides for repayment of loans based on a person's income.

Question #5 From Senator Metzenbaum

Question: I have been very disturbed by reports indicating a decline in college enrollment among minority youth. I know you have been deeply involved in this issue. What initiatives would you advocate to turn this troubling situation around?

Answer: I believe that colleges and universities can do much to increase the enrollment of minority students by making special efforts to recruit them. For example, at my university recruiters targeted their efforts on high schools with large minority enrollments. We also had special "college day" events in major cities. Retention of minority students also needs a special focus by university administrators in terms of support and counseling. I believe the primary responsibility for recruiting and retaining minority students rests with individual colleges and universities with the help of the community and its leaders.

The rising cost of a college education is a problem for most American families - minorities and non-minorities alike. This is a situation we must take seriously as it may discourage many from pursuing a higher education. This is definitely one area where the federal government has a vital role to play - providing financial aid to those most in need and those most at-risk.

Question #6 From Senator Metzenbaum

Question: We have heard consistent criticism about the quality and availability of vocational education both for students and for dislocated workers. One response to this criticism is that there has not been a commitment to vocational training in this country. I authorized the $980 million worker retraining and readjustment provisions of the trade bill the President signed into law last month. That is the largest commitment of federal resources to retraining for experienced workers in history. The Department of Labor will administer that program, but the vocational education system will play a major role in delivering the training of these workers. First, what specific steps will you take to coordinate the Department of Education's activities in vocational education with the Department of Labor's administration of the new worker retraining program? Second, what specific actions will you take to improve both the quality and availability of vocational education in this country?

Answer: The Department of Education and the Department of Labor have initiated discussions on coordinating certain aspects of the trade bill's new worker retraining provisions between the two agencies. Although no money has yet been appropriated to implement these provisions on worker training, the Education Department is seriously considering these provisions as it develops priorities for vocational education.

In addition, I plan to continue the cooperative efforts between the two agencies which have been particularly successful over the past year. The Departments of Education and Labor have worked closely on the Jobs Training Partnership Act, as well as publishing The Bottom Line, a publication dealing with workplace literacy, and Building A Quality Workforce, which addresses the need to build a workforce that can keep the United States competitive into the 21st century. The two agencies are also conducting an innovative technology transfer program with the U.S. Army to develop a curriculum for teaching basic computer skills.

Page 2 - Metzenbaum Question #6

I will also take an active role in developing the Department's bill to reauthorize the Carl Perkins Vocational Education Act and I hope to work with Congress and the private sector to develop proposals that ensure our youth receive the kind of training they need to be effective participants in today's increasingly competitive job market.

Our young people need skills that are useful and applicable in the workplace, and I will make sure our federal vocational education programs operate effectively to give them those skills.

Question #7 From Senator Metzenbaum

Question: The dropout rate, particularly for minority youngsters in major urban centers, is unacceptably high. These young people, a number of whom have testified before this Committee, lack the basic skills necessary to get a job and they end up living on the street or dependent on the government. I know you have been very involved in this issue. What are the top three program initiatives you would advocate to combat this dropout problem?

Answer: Not knowing the breadth of existing Departmen activities in this area, I would hesitate to enumerate specific program initiatives that I would promote as Secretary of Education. However, there are some general principles regarding the problem that I believe must be emphasized.

We must always remember that students who drop out of school are not merely statistics, but are individuals with a variety of personal, family and socioeconomic factors which may have contributed to their decision not to complete their education.

For this reason, any Federal or state dropout prevention program must allow the necessary local flexibility to implement effective services for "at-risk" students. And all program initiatives must aim at getting individuals involved with these students -- individuals who care and will do all they can to help the students complete their education.

Every effective program boils down to a person reaching out to help another person. The only programs with a long-term positive effect are the ones that affirm and facilitate the building of those personal relationships. These are the type of initiatives I would propose as Secretary of Education.

Question #8 From Senator Metzenbaum

Question: I have been very concerned about recent reports of abuses occurring in certain Ohio proprietary schools. Some of these schools have apparently been aggressively recruiting unqualified students, some of them illiterate or mentally handicapped, to sign up for courses and take out student loans to pay for them. When these students find that they cannot complete the work, or that the courses are not as represented, they drop out and, find themselves worse off than before -- still unemployed, but now deeply in debt. I believe one factor contributing to this problem has been lack of adequate oversight by the Department of Education. During this Administration there has been a sharp drop in the number of program reviews conducted annually by the Department of schools participating in Federal student aid programs. As Secretary of Education what steps would you take to improve the Department's role in overseeing these institutions?

Answer: I believe that monitoring and proper oversight of all institutions -- proprietary or otherwise -- is critical to the management of student federal aid programs. In addition, we have responsibilities to the taxpayer to ensure that federal funds are spent in a responsible manner.

We must have an adequate budget for personnel and other administrative functions necessary to carrying out oversight responsibility. It is my understanding that the Congress has consistently ignored the Department's request for adequate funding for these important functions while adding many new programmatic responsibilities.

If confirmed, I will do everything possible to work with Congress to ensure that we have funding to adequately carry out our oversight responsibilities.

Question #1 From Senator Simon

Question: During your December 2, 1983 testimony before the House Subcommittee on Postsecondary Education you expressed your concern about the need to increase the enrollment and persistence of hispanic Americans in higher education. Since 1983, Mexican American, Puerto Rican, Cuban American and other Latino groups have, at best, remained about the same in terms of the number enrolling in colleges and universities -- despite the fact that they are graduating from high school in larger numbers. What can and should the Federal government do to increase the enrollment and persistence of Hispanic Americans and other minority group Americans in higher education? Hispanics and black Americans also tend to be concentrated in two-year colleges. What would you propose doing to encourage these minority students to pursue the baccalaureate degree or further study?

Answer: I am committed to providing every opportunity for minority youth to meet the challenges of a university education. I am proud to say that, as President of Texas Tech University, I made minority recruitment a priority, and we saw steady progress in the number of minority students attending our University.

I certainly share your concern about the relatively low number of minority students attending four-year institutions -- a problem which is largely due to the fact that fewer than half of our minorities even apply to college. I believe that there are many things that universities can do in the form of recruitment, counseling, and general expressions of encouragement and support. But recruitment is mainly a function of individual institutions and is only half the answer.

If a student is going to apply to college and be successful in college, he must have at least two things: a sound educational background and motivation. I believe that motivation stems largely from the family and that we must do everything possible to ensure that parents are a fundamental part of the educational process.

Students must be also be equipped with the background necessary to meet the demands of college. The Federal government can certainly assist in this effort through

programs such as Chapter 1 and bilingual education. In addition, I believe that the federal government must provide leadership in the area of dropout prevention, and I am pleased to learn of the new program to address this problem. Finally, I believe that the federal government should provide financial aid to disadvantaged students who could not otherwise attend college.

As I have said before, however, the federal government is only part of the solution. The responsibility for educating our young people must ultimately be a joint effort between all levels of government, the private sector, and the family.

Question #2 From Senator Simon

Question: In response to a question I raised regarding making the Pell Grant an entitlement (and whether that would help increase minority access) during your testimony in Houston, you stated: "I think it would. Part of the problem, as I pointed out subsequently in my testimony, is that students becoming involved in having to work or in doing some other kinds of things to meet these work-scholarships sort of things, it is extremely difficult for them and they have to spend a lot of time just trying to stay in school...." Is that still your view? Would you support legislative initiatives designed to decrease the reliance of low income students on loans, as opposed to grant aid?

Answer: First, I would like to say unequivocally that I strongly support the Pell Grant program. I believe that financial aid should be targeted to low-income students and they are, of course, the chief beneficiaries of the Pell Grant program.

I will state very candidly that my focus at this 1983 hearing, as a college president, was narrow. I was not forced to look at the larger budget picture. As Secretary of Education, I would be forced to consider many factors -- not the least of which is the passage of the Gramm-Rudman-Hollings law which occurred between then and now.

What is in question is <u>not</u> support or lack of support for the Pell Grant program. Rather, the issue focuses on the specific budgetary mechanism of an entitlement, which basically forces the Congress to relinquish control of spending.

Decisions such as whether or not to create an entitlement must be based on many factors --not just what is desirable or expedient. Based on these factors, I could not support the creation of a new entitlement. However, I would support raising Pell Grant funding to the highest possible level within current budget constraints.

Question #3 From Senator Simon

Question: I have written to you recently about the Department's decision to hold the FY 1989 bilingual education grants competition -- for the 1989-1990 school year -- even before the awards for the 1988-1989 school year are announced. Do you intend to review this decision if you are confirmed by the Senate?

Answer: I just received your letter, and I have asked Department officials to look into this matter. I intend to respond to you in greater detail as soon as I have the information necessary to provide an adequate response. You may be assured that I am very concerned with the integrity of the grants process and will ensure that all awards are made in a fair, appropriate manner - in full accordance with the law.

Question #4 From Senator Simon

Question: I am also concerned about the Department's treatment of a small, two-year college in Chicago. St. Augustine's College is making a solid effort to encourage Latino students in Chicago to pursue a college education and to begin that study at St. Augustine's. Recently, the Department placed St. Augustine's on the reimbursement system of payment. This delays the availability of funds to the college, which provides an education for substantial number of low income Latino students who are completely dependent of Title IV aid to pay for their education. The Department gave the filing of a civil suit against the college by the Department of Justice as its reason for changing the method of payment. This civil suit alleges -- in a civil context -- certain behavior on the part of officials of the college and failures in the administration of Title IV programs that the U.S. Attorney in Chicago and a grand jury decided to take no action on. These allegations, in my view, do not constitute a reasonable basis for the Department's action. Placing the college on a reimbursable method of payment could cause the college to close. Basing departmental action on the pending litigation, especially in view of the recently completed program review, is very questionable. Will you look into this matter as soon as possible and advise me -- as soon as the Chicago regional office completes its visit on Wednesday, September 14, 1988 -- when the reimbursement method of payment will be changed?

Answer: I understand that both the Assistant Secretary for Legislation and the Assistant Secretary for Postsecondary Education are personally looking into the matter and working closely with your staff to keep you apprised. As I understand it, the Department has required the use of the reimbursable method of payment since specific problems existed. However, Department officials are ready to take the school off this method of payment as soon as those problems have been corrected. Please know that I will look into the matter once I am confirmed and that I want to work with you to resolve the matter to our mutual satisfaction.

Question #5 From Senator Simon

Question: In the 1986 Higher Education Act Amendments, the Department of Education was directed to conduct a feasibility study on the creation of a National Endowment on Foreign Language and International Studies. The Department has repeatedly declined to conduct this study, citing that no funds were provided to do the study. As the author of this amendment, the feasibility of creating a National Endowment is of great importance to me. As Secretary, would you pursue the initiation of this feasibility study?

Answer: While there are many activities which the Department and the Congress might feel are important to conduct, the Department has been given so many new programs and responsibilities that it has been difficult to take on activities where specific funds have not been provided.

In a time of limited resources the Secretary of Education had to set priorities, as I am sure I will have to do. However, as I told you at my confirmation hearing on Friday, I pledge to take a close look at the merits of this study upon my confirmation.

Question #6 From Senator Simon

Question: During his May 26, 1988 testimony before the Senate Committee on the Judiciary, Assistant Attorney General for Civil Rights, William Bradford Reynolds, indicated that a Justice Department investigation of discrimination in admissions against several major universities had been referred to the Department of Education for further review. The allegations -- that the University of California at Berkeley, Yale and Stanford denied admission to seven students with very high grades -- were initially investigated by the Educational Opportunities Section at Justice (March and April, 1987), but nothing tangible has been done. Could I have a status report on the Education Department's investigation?

Answer: I have checked with the Education Department's Office for Civil Rights (OCR). They inform me that they have received no specific referral by the Justice Department of complaints of illegal Asian quota admission practices at Yale or Stanford.

OCR did receive, via an elected official in California, a complaint of violation of Title VI of the Civil Rights Act of 1964 with respect to an Asian American application for admission to the University of California at Berkeley. Subsequently, this same case was referred to OCR by the Justice Department. OCR began in investigation but the complainant negotiated on agreement with the University and withdrew the complaint.

I am informed that OCR has several compliance reviews under way concerning possible violations of Title VI in the admission practices of universities. I can assure the committee that I support OCR in its efforts and will urge them to continue to aggressively perform compliance reviews to insure that Asian quotas or any kind of quotas do not become a common practice in colleges and universities. In addition, I will ensure that OCR continues its fine record of prompt investigation of all civil rights complaints.

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HUMAN RESOURCES
WASHINGTON, DC 20510-6300

September 23, 1988

Honorable Linus Wright
Undersecretary
Department of Education
Washington, D.C. 20202

Dear Dr. Wright:

Thank you for your letter of September 19th confirming our conversation regarding the need to postpone the date for submission of applications for 1989-90 grants under the Bilingual Education Act. While I would have preferred maintaining the normal application deadline, I believe the compromise we worked out to be reasonable under the circumstances.

It would be appreciated if you would pass along to Secretary Cavazos my continued interest in hearing from him directly on the other programmatic issues I addressed in my September 8, 1988 letter. Thank you again for your help and cooperation.

My best wishes.

Cordially,

Paul Simon
United States Senator

PS:bb

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UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE UNDER SECRETARY 1988 SEP 22 P4:12
THE UNDER SECRETARY

SEP 19 1988

Honorable Paul Simon
United States Senate
Washington, D.C. 20510

Dear Senator Simon:

This will confirm our telephone conversation of Friday, September 16, concerning the Department's schedule for the award of Fiscal Year 1989 bilingual education grants. As we agreed, the Department will extend the closing date for receipt of applications for the Transitional Bilingual Education Program and Special Alternative Instructional Program from October 7, 1988 to November 1, 1988. Applications for three other bilingual education programs were originally due on October 14, 1988. These programs are Training Development and Improvement, Special Populations, and Short Term Training. The closing date for applications for these programs will be extended from October 14, 1988 to November 8, 1988. The Department will publish a notice in the Federal Register announcing the revised closing dates as soon as possible.

I am pleased that we were able to respond to your concerns and arrive at a satifactory agreement.

Sincerely,

Linus Wright

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202

Questions from Senator Harkin

Question: I have become convinced of the effectiveness o early intervention programs for handicapped in fants and toddlers and others at risk of schoo failure by what I have read and what I have se in Iowa. During his tenure as Secretary of Ed cation, Mr. Bennett demonstrated little suppor for P.L. 99-457, the landmark legislation pass during the 99th Congress that created a new pr gram in which states receive federal aid to he them establish comprehensive statewide systems early intervention services for handicapped in fants and their families. For example, the De partment asked for a rescission of the $50 million appropriated in FY 1987 and for FY 1988 recommended no money for this new init tive. Fortunately, Congress ignored Mr. Benne and provided the $50 million in FY 1987 and $67 million in FY 1988.

What are your plans for this program? In your visits around the country will your speeches include statements supporting this program and encouraging the expansion of services for this population?

Answer: I know that you were the chief sponsor of this legislation and I am aware of your interest in the program and your concerns about this population. If confirmed, I fully intend to se that the Department provides effective leadersh to assist States with the implementation of thi new program.

In my statement I stated that I believe the Fed eral government has a responsibility to provide leadership and ideas, as well as resources, for those students who, for whatever reason are most vulnerable. I intend to speak out about the importance of meeting the needs of these students, including the handicapped.

Question #2 From Senator Harkin

Handicapped

Question: Many of the children with handicaps who were the original beneficiaries of P.L. 94-142 are now graduating from high school. Do you plan on developing any special initiatives for ensuring access to colleges and universities and other postsecondary education for these students?

Answer: I am aware of the impact this landmark piece of legislation has made on the lives of students with handicaps. If confirmed, I intend to look at what we are currently doing and then consider additional ways that the Federal government might work to ensure that postsecondary education opportunities are available to all students, including students with handicaps.

Question #1 From Senator Stafford

Priorities As Secretary

Question: Following the completion of your confirmation and swearing in, you will be in office less than four months. During this short time, what priorities do you expect to set for the Department of Education and what goals do you hope to achieve?

Answer: If confirmed to serve as Secretary of Education, I will do everything possible to be a positive influence in the effort to improve the quality of education for all students. I will make it a priority to foster communication between educators, the Congress, and the Department of Education. I will work, to the best of my ability, to provide leadership in areas of particular importance, such as dropouts, illiteracy and education of the handicapped. In addition, I pledge my best efforts toward ensuring that the Department of Education is well managed and that federal education funds are spent wisely and well.

Question From Senator Stafford:

Question #2: I understand you've done extensive work in dropout prevention, particularly with the Hispanic population which has the highest high school dropout rate of any minority. Could you explain what factors contribute to this high dropout rate, and what steps can be taken to solve the problem?

Answer: It is difficult to determine exactly why students drop out, but judging from surveys and polls taken of dropouts it is relatively easy to identify certain characteristics of the average dropout. Not surprisingly, the characteristics of many dropouts relate to socioeconomic status and ethnic origin. As I noted in my opening testimony, while the white population shows a dropout rate of about 12 percent, black students average a 14 percent dropout rate, and Hispanic students show the highest rate at almost 30 percent.

Consistent academic failure is also a common characteristic among students who eventually drop out of school. These students are generally dissatisfied with school and have lower self-esteem. But these are only characteristics of dropouts, symptoms of a serious problem.

Generalizations never provide a fully sufficient explantion for the problem, but I'd like to suggest some causes: Students may come from homes that do not instill a respect for educational achievement, and in some instances, peer group behavior can actually be hostile to educational success. At other times, financial pressures may force the student to obtain part-time employment, creating a further strain on his academic attention. School environments prevalent with drug use and the absence of discipline may make learning practically impossible.

We know some basic guidelines already --intervene at an early stage with "at-risk" students, build a positive school climate that will make learning enjoyable and challenging, have high expectations for students, offer a broad range of programs to meet all instructional needs, and, perhaps most importantly, initiate collaborative efforts between social organizations, schools and families.

The dropout problem is not only an educational challenge, it is a societal challenge that must be faced by local communities united. As we work together to meet the special needs of "at-risk" students, we will find success.

Question # 3 from Senator Stafford

QUESTION:

You have written several editorials on the problem of illiteracy and the danger you see this posing to America's democratic process. Could you explain your thinking on this topic. I'd also like to know what you think needs to be done to deal effectively with the illiteracy problem?

ANSWER:

We all are familiar with the quote in which Thomas Jefferson states his preference for newspapers without government, rather than a government without newspapers. Few of us are aware, however, that his finishing sentence to this thought is, "But I should mean that every man should receive those papers and be capable of reading them." As a nation we aspire toward an enlightened democracy -- a government ruled by the people, rather than a people ruled by the government. Requisite to an enlightened democracy, however, is an enlightened citizen.

Evidence shows that the single most effective way to reduce adult illiteracy is to teach children how to read. This is clearly a case where an ounce of prevention is worth a pound of cure. If all our children are provided a sound background in the basics during their early years of school, adult illiteracy will be a problem which the next generation will not have to face.

For those adults who were not given probably the most important tool for educational and economic advancement, however, we must provide the needed assistance. Local, state, and federal governments have roles to play, and as Secretary of Education I would like to refocus our efforts on what works best.

Question #4 from Senator Stafford

Defaults

Question: Prior to the August recess the committee passed legislation aimed at reducing defaults in the Stafford loan program. What steps do you believe should be taken to lower the student loan default rate?

Answer: The best solution to a high default rate is prevention. This is in the best interest of all students, as well as the federal taxpayer. I believe that default prevention can best be achieved by paying close attention to recruitment and retention of students. Students who drop out of postsecondary education institutions are more likely to default than those who finish their educations. I believe that colleges, universities, and proprietary schools must show leadership in helping students make the right choices about entering postsecondary education and make special efforts to retain students once they have enrolled. Students need caring adults to encourage and guide them. Those who provide postsecondary education can also help by counseling students on their obligation to repay and by keeping up-to-date information on students when they finish school.

In addition, I believe that the Department of Education must be aggressive in the collection of loans as well as the monitoring of institutions. As Secretary of Education, I will do everything possible to ensure that this occurs.

Question #1 from Senator Weicker

Question: Do you support a Cabinet level Department of Education?

Answer: I believe the Department as a Cabinet level agency serves an important function. Congress has made it clear that it has no intention of supporting abolition of the Department and I will not be seeking abolition or removal of the Department from the Cabinet level.

Question #2

Questions From Senator Weicker

Question: The Republican platform calls for a "review" of our commitment to special education. In the past, the Administration attempted to deregulate this program and place full responsibility for educating handicapped children directly with the states. Fortunately, they did not succeed.

If confirmed as Secretary of Education, will you support the existing legislative and regulatory commitment to the handicapped children of our nation?

How will you interpret the statement in the Republican platform calling for a "review" of our commitment to special education?

Do you believe the authorization of a 40% federal share of the average per pupil expenditure of special education is appropriate? When you prepare the FY 1990 budget for the Department of Education will you attempt to meet this commitment?

Answer: If confirmed as Secretary, I will indeed support the existing legislative and regulatory commitment to the handicapped children of our nation.

Through this administration's federal leadership, today, consumers, parents, teachers and rehabilitation professionals have a clear vision of the direction services for children and adults with disabilities should take: deinstitutionalization, and mainstreamed classrooms and workplaces. Opportunities for persons with disabilities in business and industry are being vigorously pursued. As we review our commitment to special education, a primary focus must be to ensure that our educational programs are preparing students with disabilities to become a part of the workforce and live independently in the community.

As I indicated at my hearing on Friday, I am deeply committed to programs for the handicapped and I will advocate federal funding for this programs. While we would be premature for me to comment on a specific percent or dollar figure until I have a chance to review all of the Departments programs, I can assure you that programs for the handicapped will have high priority.

Question #3

Question from Senator Weicker

Question: You have spoken eloquently in the past on the importance of education in ensuring freedom and liberty for future generations, and I am sure you are aware that one of the largest disenfranchised groups in the country are people with disabilities. Yet we know that with the proper education, training, and other support even people with severe disabilities can become valued contributors to their communities. However, the Administration has repeatedly recommended either program eliminations, reductions, or frozen spending levels for many of these programs. If confirmed as Secretary of Education, what will your commitment be to ensuring that Departmental programs and services for people with disabilities are not reduced or eliminated?

Answer: As I stated during my hearing, I am deeply committed to programs for persons with handicaps and these programs will be among my highest priorities once I am confirmed as U.S. Secretary of Education. I believe that providing quality education for handicapped citizens is an important and appropriate role of the federal government -- and one that I will take seriously.

The CHAIRMAN. But I want to say that I have been, again, very impressed with your responses. We have had to try to elicit with as much clarity as we can. We have had situations where we have not been able to get as much definition as I think we have been able to get from you today, and then have been surprised shortly after this whole procedure has gone forward.

But your responses, I think, have been enormously helpful, and as one who has had the good opportunity to work with you in the past on other issues, health and manpower issues and other questions in the health area, I know that you are a man who follows through with your statements and your commitments, and I will look forward to supporting your nomination and seeing that we do everything we can to get early consideration of it.

The Senator from Utah.

Senator HATCH. Thank you, Mr. Chairman. I will submit any further questions I may have in writing, as will other members of the Committee.

I want to congratulate you again on this excellent appointment. I look forward to supporting you and look forward to the confrontations that we will have between the Committee and the Department of Education, as well as all the good things we will do together. Nice to have you here.

Mr. CAVAZOS. Thank you.

The CHAIRMAN. Just before adjourning the hearing, if I could ask your indulgence Dr. Cavazos, one of the things that we depend on is good staff support on this Committee. We have had it on this Committee. I think we have been very fortunate in having staffs that have worked closely together. We have our differences but we can work together.

We have an individual, Blair Crownover, who served the Congress for 26 years, and a resolution that has been passed by our Committee: "Whereas Blair Crownover has helped the Committee on Labor and Human Resources draft vital and landmark legislation in education, labor, and civil rights. On the 10th day of August, the members of the Committee commend Mr. Crownover for exceptional service. The members of the Committee hope that Mr. Crownover enjoys many years of good health and happiness in his retirement."

It is too easy these days to belittle, public service, and an individual like this who spent some 26 years in helping and assisting elected representatives. I believe and the other members of this Committee believe Blair's service has been essential and we wish to thank him for it.

So I will ask Mr. Crownover if he will accept this commendation and I congratulate you.

Mr. CROWNOVER. Thank you very, very much.

Senator HATCH. If I could just add, I think anybody who can spend 26 years with this Committee deserves more than a commendation. That is all I can say. [Laughter.]

I do not think we have been fair to you, Blair. We haven't honored you enough. Blair, we are really pleased with what you have done. We appreciate the good way that you have served this Committee and the people in this country. We are very, very grateful for the service you have given.

Mr. CROWNOVER. Thank you.

The CHAIRMAN. Doctor Cavazos, we are delighted to have had you. We appreciate it.

Mr. CAVAZOS. I would like to, if I may, Mr. Chairman, Senator Hatch—I would like to thank all the members of the Committee for the opportunity just to be here and to share these ideas. Thank you very much.

The CHAIRMAN. Thank you very much.

Senator HATCH. Thank you, sir.

The CHAIRMAN. The Committee stands in recess.

[Whereupon, at 11:28 a.m., the Committee was adjourned.]

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